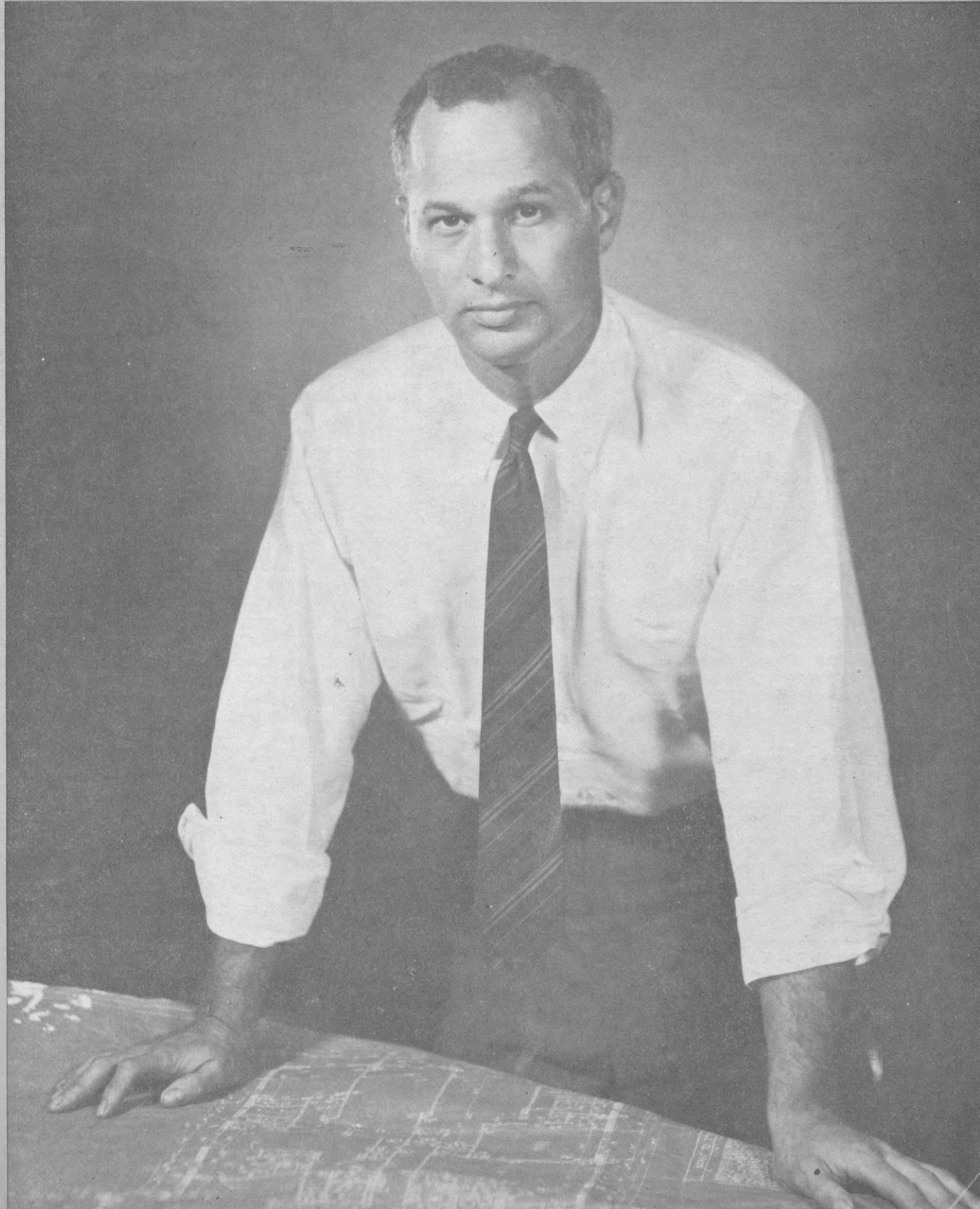


The **DEAF** *American*
THE NATIONAL MAGAZINE FOR ALL THE DEAF

JANUARY, 1967

50c Per Copy



DAVID
HAYS:
REPERTORY
THEATRE'S
GUIDING
LIGHT

The Editor's Page

Community Counseling Centers for the Deaf

In this issue are two articles about community counseling centers for the deaf. One of them deals with a center already in operation. The other proposes some guidelines for establishment and operation of such centers.

The Kansas City story details a long series of frustrations before financing became available. The proposed guidelines come from a study group at the University of Arizona and its authors have considerable experience in working with the problems of the deaf. Their guidelines present a broad view of the subject—especially as to relationships with existing agencies.

We take note of some of the cautions listed in the articles—careful surveys to determine the deaf population of a community and their needs and enlistment of all possible individuals and organizations in planning. No matter how well meaning deaf leaders may be, planning and organization of community counseling centers is not a task for rank amateurs.

Last month we spoke out in favor of community centers for the deaf and still believe—wherever possible—counseling services should be housed in the same building or general area for convenience and sharing of overall expenses. This is in spite of some of the practical disadvantages. We welcome further comment—and reports on progress of existing facilities.

National Technical Institute

We received—too late for the December issue—an announcement that applications were being received by the Rochester Institute of Technology for the position of dean of the National Technical Institute, a college of the RIT. Qualifications for the position: a) Professional training and experience as an educator of the deaf; b) demonstrated ability in imaginative approaches to learning; and c) doctorate.

The announcement stated that applications/nominations should have been received by Richard E. Bjork, Assistant to the President, Rochester Institute of Technology, 65 Plymouth Avenue South, Rochester,

N. Y. 14608 by December 31, 1966. Responsibilities of the head of the NTID: a) Develop plan of operation for NTID; b) develop educational specifications and requirements; c) recruit and train staff including in-service training of qualified RIT staff; d) develop student admissions policies and procedures; and e) administer ongoing program as developed.

The announcement further stated: "It is anticipated that there will be a variety of positions available on the staff of NTID during both the Institute's development and operational stages. Therefore, persons interested in positions other than that of the dean are encouraged to submit applications at this time. Such applications will be forwarded to the dean for future contact."

According to information we subsequently received (from what we consider a reliable source), there were 20 applications submitted for the position of dean—or head of the NTID. A preliminary screening narrowed the list to six candidates, who were to be called to Rochester for personal interviews early this month. It is possible that an announcement of the selection of the dean will be made around the middle of this month.

The requirement of an earned doctorate naturally restricted the field of applicants, but we hope that all possible interested parties were aware of the announcement in time to submit applications/nominations. Inasmuch as filling the other positions is expected to follow the selection of the dean, it behooves aspirants—be they deaf or hearing—to communicate with RIT without further delay.

Difficulties with December Issue

Yes, the December issue of THE DEAF AMERICAN came out very late. We had aimed at a December 16 publication date and our printers had promised to schedule us accordingly. Alas, a lot of copy was delayed. We failed to get everything in on time. Then our printers had other commitments. We ran into the long Christmas weekend. When the issue finally got to the mailers, it was the long New Year's weekend. Last, but not least, both the mailers and the post office had a first of the year jam.

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NATIONAL ASSOCIATION of the DEAF

Robert G. Sanderson, President



N.
A.
D.

President's Message

One of the very real surprises I have received in working professionally with deaf people is first-hand knowledge of the numbers of deaf people who are not "members of the deaf community." Fully half of my caseload is composed of such people, many of whom come to me by referral from the employment service or welfare agencies. Usually I am their first contact with another deaf person outside of their immediate family, and it is interesting to see their reactions to the knowledge that it is possible for a deaf person to function in a professional capacity. Most of these deaf people have been conditioned by continual difficulty in finding jobs to believe that they will never be able to get anywhere **because they are deaf**; few are willing to accept the fact that their own attitudes, lack of ambition and educational deficiencies are holding them back. Many, of course, are so entrapped by their personal situations that they are unable to undertake long-term training programs; their need is immediate and the rehabilitation counselor is forced against his better judgment to make expedient placements.

It is curious to me that so many of these deaf people are totally uninterested in becoming a part of the deaf community, of participating in and enjoying some of the organized cultural activities; yet their lives (as they tell it to me) are so drab, so restricted socially and so lacking in communication with their fellow man that it would seem any contact with groups of deaf people would bring welcome respite to their colorless lives.

Each case is unique, of course; it is difficult to generalize about them all. The reasons for their utter cultural isolation from both the hearing and deaf communities are as numerous and many-faceted as their own personalities. There are those who lost their hearing gradually through disease or suddenly as a result of illness or accident. Many enjoyed normal or near-normal hearing for a time, and managed to get far enough along in the public schools to develop language and speech. It is curious also that so many have told me that their parents refused to send them to a school for the deaf because it would mean sending them away from home, or it would (Does this sound familiar?) mean they would be institutionalized and they would be unable to

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* * *

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live in a hearing world afterwards!

If this be the "integration" so sincerely desired by parents who have listened to the siren call of "normalcy," then I surely wish that I had the power to permit every deaf parent to make comparisons. I would—were I the good fairy—take parents along with me to a convention of the NAD (first, naturally!), then to state association meetings, to the conventions of the NFSD, the AAAD, to the basketball and bowling tournaments, to movies of the CFD program, to church meetings, to clubs of the deaf, to the occasional drama presentations . . . and point out, along the way, that the deaf person who is happily adjusted to all of this is quite likely to be happily adjusted to the hearing community as well!

This is not to say that persons who are part of the deaf community are **always** the best adjusted. There are those at either end of the curve of normal distribution—some of whom have told me "I prefer to associate with hearing people because they are more broadminded. The deaf people talk about me too much!" and "I prefer to associate only with deaf people because hearing people won't let me do anything—they think I'm too dumb."

We of the organized deaf community should keep in mind this very large segment of the deaf population. While I have only my own limited experience here

Mervin D. Garretson, Secy.-Treas.

in Utah to go by, it seems obvious to me that these deaf people are not receiving the services they need in rehabilitation and in social welfare. It is quite likely that centers for the deaf in the larger metropolitan areas would be able to provide the expert guidance and counseling of deaf and hearing professionals for these people, for parents confused by the welter of conflicting information and for all deaf people who have problems of such nature that a few words of intelligent advice are all that is needed.

The problems of establishing such centers are well known to deaf leaders. The logical source of support—the community funds—have set up such rigid criteria that worthwhile projects and programs for the deaf cannot get off the ground for lack of money. The biggest stumbling block usually is the fact that at least a year's successful operation is required, which usually means a full-time professional, a supporting staff and quarters, and perhaps a carefully controlled budget of \$40,000 or \$50,000. So—(weary sigh)—where do they get that kind of money to start with? The community fund people just are not interested. And deaf leaders are loath to conduct a full-scale drive for funds in the community because (as some think) it would be an admission of the need for charity or that deaf people are unable to stand on their own feet. Besides, they probably do not know how to organize and carry out such a drive.

It would seem to me that such impasse should yield to community interaction between the deaf and hearing leaders, and it is encouraging to note that a pilot workshop supported by the University of Arizona is soon to explore this facet of the highly complex problems of deafness and how it affects the total community.

NATIONAL ASSOCIATION OF THE DEAF Travel and Per Diem May 1-Oct. 30, 1966*

6/9/66—F. Schreiber (to Georgia Association of the Deaf)	\$73.10
7/66—Cab Fares (local)	7.75
8/22/66—Don Pettingill (Mileage and Per Diem to Tenn.)	128.96
8/31/66—R. G. Sanderson (Iowa School for the Deaf)	205.10
9/10/66—R. G. Sanderson (Balance Iowa expenses)	35.05
10/4/66—Jess Smith (Missouri Convention)	44.63
10/5/66—Alfred Sonnenstrahl Postmasters Conv., Ky.)	60.60
10/8/66—Alfred Sonnenstrahl (Per diem and phone)	17.41
10/31/66—Fred Schreiber (Hartford, Conn., & Flint, Mich.)	119.35
10/31/66—Fred Schreiber (Michigan expenses)	40.00
Total Travel and Per Diem	\$731.95
Reimbursed:	
F. C. Schreiber (Georgia trip by Ga. School)	\$76.85
F. C. Schreiber (Hartford, by A.S.D.)	47.25
Donation: F. C. Schreiber (Hartford fee)	77.75
Total reimbursed	\$201.85
Actual travel costs,	
May 1-Oct. 30, 1966	\$530.10

* Does not include convention allowances.

NATIONAL ASSOCIATION of the DEAF

Home Office Notes

The holiday season put something of a crimp in Home Office activities for December. For one thing we lost most of our volunteers to Christmas as they abandoned the work here for pleasanter pursuits like spending their husbands' money. The Junior NADers also were lost to us for a good part of the month because of the holidays, but not until they decorated the office in keeping with the season. In addition to doing the decorating, the Juniors contributed the decorations also. The Preps also got out the December issue of our Newsletter which ran to 550 copies—a far cry from the 200 which were originally mailed when this project was revived.

Investigation of a possible Home Office continues. The NAD investigating committee consists of Secretary-Treasurer Garretson, chairman; Executive Secretary Schreiber; Dr. Jerome Schein; Dr. Dave Peikoff and Professor Leon Auerbach assisted by our attorney Robert Werdig. While by no means complete, the committee is leaning toward a four-story building on Massachusetts Avenue, N. E., which offers ample space for the present office plus space that can be rented. The area is close to the Capitol and most government offices. Estimated cost is \$55,000 for the building and \$6,000 to \$8,000 for remodeling. So far it is the best property we have seen. The four floors would permit one floor for the NAD, one floor for meetings and conferences and two floors which could be rented.

Open house in keeping with the holiday season was held at the Home Office on December 16. We had as our guests visitors from most agencies and organizations with which the NAD comes in contact. And it proved a most valuable boost in public relations.

Visitors included Dr. William Sather of Wisconsin who came seeking advice on employment and other services connected with the deaf. We were fortunate in having considerable material on hand for this and were also able to direct him to other sources which could be of help to his project.

The Home Office secured a number of copies of the Herbert Kohl study put out by the Urban Center of Education which we distributed judiciously including sending copies to Federal authorities who work with the deaf.

We received, in December, too late for inclusion in the December DEAF AMERICAN our six-month financial report. This is supposed to appear in this issue and we are pleased to be able to call attention to the fact that receipts for the first six months not only exceeded expenditures but also exceed the estimated budget for the period. If this can be maintained we

will have an income of \$44,000 for the fiscal year although budget estimates call for only \$39,500. Our expenses are projected at \$38,500 but will probably be higher—perhaps up to \$39,000-\$40,000 for the year. This will still mean that we will carry over a surplus into the 1967-68 fiscal year and offers a good chance that we will exceed our record budget.

Travel and per diem: While all travel is listed at this time, the Executive Secretary's travel comes from his budgeted expense account and not NAD travel funds. Items listed here are pre-convention expenses and were largely reimbursed to the NAD one way or another.

Convention Committee: Additional chairmen for the 1968 NAD convention committee include Bob Welsh of Colorado who will handle printing, Minnie Bache of Washington who will be in charge of boosters and Herman Cahen will join John Kubis as secretary for the bowling tournament. Cahen, an NAD Patron from Cleveland, has been one of the mainstays in the Great Lakes Deaf Bowlers Association and this will assure bowlers that the NAD affair will be well run. Sue Scott of Las Vegas will handle the manpower problem. Dennis Ablett of Arlington, Va., will be in charge of hotel reservations and as chairman of the NAD Travel Committee he can also assist in reservations for planes or trains, will handle pre-registrations and tours. The East Coast Convention Club is ready for business. This club is offering roundtrip jet fare to Las Vegas, transportation from Las Vegas airport to the Flamingo Hotel and back to the airport plus seven nights in the hotel (double occupancy) for only \$198.00. Terms are \$25.00 down, \$10.00 per month. Checks should be made payable to the NAD. Since there is a limited number of seats and rooms available at this price it is strictly first come first served. It is anticipated that persons on the East Coast would find this especially profitable. All checks should be sent to the NAD Home Office.

Address Labels: Have you ever wondered what the numbers and letters on the first line of your address label stand for? Or have you even noticed them at all? How about taking a good look now? The first batch N..... is your code number. While there have been many jokes about people becoming numbers due to automation, there is a good reason for this. Each address is composed of three of four cards. The code number helps us make sure John Jones does not get Mary Smith's street address by mistake. The next three letters are the first three letters in your last name. Then the group of five numbers is your zip code—you can compare this if you wish. The next number is your expiration date. This runs one for January, 2 for February up to 0 for October. November is a hyphen (-) and December is an ampersand (&). Thus you can check your expirations. If you

have paid for more than one year, the year your subscription expires is also printed on the first line. For NAD Advancing Members the label is much the same except after the month there may be a "G" (for George) and AM, CM, SM, etc., which is your rank in the advancing membership group. AM is Advancing Member, CM Contributing Member, SM Sustaining Member, etc., and then the year. A few labels have M instead of an expiration number. The M is for members of the Dollar-a-Month Club. We have about 30 loyal members in this club. Hopefully, all DEAF AMERICAN subscriptions will have a single expiration date starting next August. This will be for THE DEAF AMERICAN only and we will try to arrange for notices to be inserted in the magazine itself to cut labor costs. NAD Advancing Members will continue to receive their regular reminders separate from DEAF AMERICAN subscribers.

Pardon, our slip is showing! Every now and then we print our Georges list in the DA to let the world know who our most loyal supporters are. Since there are 1,000 Advancing Members, it sometimes happens that we miss some. We did last time—missing Mr. and Mrs. Peter Livishis of Arizona who are Contributing Members and new Georges. Also Mrs. Clara Lewis.

We also received in December \$500 of a \$1,000 contribution from a member in Ohio who at least for now must remain anonymous although we are asking for permission to print the name and circumstances. The money was given to us to help update our materials lists, print new pamphlets, etc., and we are now working on bringing the "NAD Story" up to date as well as a new brochure on "The Truth About Lipreading" plus a pamphlet on deaf drivers since this is becoming an increasingly serious problem. This is not only insurance but a regular threat to driving privileges of the deaf. In the past month we have had to defend the deaf driver from California to Connecticut. Right now in the current issue of **Motor Trend** there is an article on driving that criticizes, by implication, allowing the deaf to drive. A popular column in the Washington Post in D. C. has picked it up and our officers are busy telling our side of the story. We expect this will get worse before it gets better as the demand for physical examinations and driver standards grows. To meet this danger we will have material available to defend ourselves.

An interesting experiment was demonstrated last month at the Vocational Rehabilitation Administration regarding telephone communication. This demonstration involved the use of ordinary telephones and a special converter which converted them for use with teletype machines. While the whole assembly is bulkier than the Electrowriter, the estimated cost is much less. Low enough in

NATIONAL ASSOCIATION of the DEAF

fact to offer hope that we will be able to use them at home—perhaps before 1970.

At the same time the Executive Secretary spent two hours with Mrs. Patria Winalski, the executive secretary of the National Advisory Committee on Education of the Deaf. We covered quite a bit of ground and one subject was the new high school. As a result of these talks we have some interesting questions for NAD members to consider. What subjects should be taught in this school? What courses do you, as adults feel you need that you did not get while you were in school? And what courses do you (if you have deaf children) feel you would want your children to take when they go to high school? Finally, if you have any specific suggestions that might help make this a better school—send them here. We'll try to see that they receive consideration by the planners. Just remember—do it now while there is still time.

Civil Defense: The NAD has a contract with the Army for providing guidelines in connection with warning systems and shelter management. This will be under study for the next six months and again anyone who feels he has something to contribute to this should contact the Executive Secretary. After all it's **your** life that is involved.

We are also in receipt of a copy of a resolution passed by the National Congress of Jewish Deaf as follows:

"Resolved that we thank the National Association of the Deaf for sending its Executive Secretary, Frederick C. Schreiber, to address our convention."

THE NATIONAL ASSOCIATION OF THE DEAF Statement of Income and Expenditures For the Period Between May 1, 1966 and October 31, 1966

Income	
Contributions	\$ 776.50
State Quotas	2,300.73
Affiliation Fees	120.00
Advancing Memberships	4,651.00
Dividends and Interest	965.75
Publications	111.64
Services Rendered	532.75
Captioned Films	4,695.00
Convention Receipts	7,771.41
Other Income	97.95
Total Income	\$22,022.73
Expenditures	
Officers' Salaries	\$1,400.00
Executive Secretary's Salary	2,940.00
Office Salaries	3,934.30
Payroll Taxes	343.50
Travel	1,471.10*
Rent	1,284.00
Postage	728.80
Telephone & Telegraph	92.90
Freight & Express	69.13
Office Supplies	1,221.90
Office Equipment	341.02
Executive Secretary's Expenses	415.98
Committee Expenses	451.00
Deaf American Support	1,532.00
Convention Expense	1,881.30
Captioned Films	487.78
Professional Services	120.00
Advertising	114.19
Bank Service Charge	63.21
Electricity	9.30
Insurance	50.00
Other	301.91
Total Expenditures	19,253.32
Operating Gain, 5/1/66-10/31/66	\$ 2,769.41

* Includes convention per diem

Ned C. Wheeler Appointed Assistant Chairman Of NAD 1968 Convention In Las Vegas

Frederick C. Schreiber, Executive Secretary of the National Association of the Deaf and chairman of the June 1968 convention, has appointed Ned C. Wheeler, of Ogden, Utah, assistant chairman of the event at the Fabulous Flamingo Hotel, Las Vegas, Nevada.

Mr. Wheeler has a long service record in organizations of and for the deaf in Utah. Presently he is vice president of the Utah Association of the Deaf. He has served this organization in virtually all offices. He is a charter member of Ogden Division 127, National Fraternal Society of the Deaf, and has served in most all offices.

He was graduated from the Utah School for the Deaf, attended Gallaudet College, Weber State College, and took extension courses from the University of Utah. He has worked for close to 25 years in the Ogden City Engineering Department, rising to his present position as office engineer in charge of field crews and design. He has maintained a private engineering firm in partnership with another man as a "sideline" which has kept him more than somewhat busy.

He belongs to the American Society of Civil Engineers, B.P.O. Elks, virtually all of the local deaf organizations, and enjoys regular bowling. He's a boating



A candid shot of Ned C. Wheeler as he talks with a friend. The Utah man has been appointed assistant chairman of the 1968 NAD Convention at Las Vegas, Nevada.

enthusiast and loves to fish the mountain lakes of the area.

His wife, Edith, is his constant companion. They have two daughters and a son, all married.

Flint Television Programs Especially for Deaf People

WJRT-TV, Channel 12, of Flint, Mich., is showing a series of television programs, "Light Unto My Path," especially for deaf people Sunday mornings at 9:00. The first program in the series was telecast on Jan. 1.

THE DEAF AMERICAN Statement of Income and Expenditures For the Period between May 1, 1966, and October 31, 1966

Income	
NAD Support	\$1,532.00
Subscriptions	5,893.33
Back Copies	1.50
Advertising	1,149.70
Other	24.70
Total Income	\$8,601.23
Expenditures	
Printing and Cuts	\$4,596.82
Addressing and Mailing	218.22
Second Class Mailing	80.00
Postage and Express	7.50
Editor's Salary	300.00
Circulation Manager's Salary	125.00
Advertising Manager's Commission	10.50
Subscription Commission	16.50
Editor's Expenses	258.29
Printing, Promotion, etc.	30.00
Office Supplies	21.46
Post Office Box Rent	6.00
Other	2.09
Total Expenditures	5,672.38
Operating Gain, 5/1/66-10/31/66	\$2,928.85

THE NATIONAL ASSOCIATION OF THE DEAF STATEMENT OF FINANCIAL CONDITION As of October 31, 1966

Current Assets	
Cash in Checking Account	\$ 8,451.85
Cash in Savings Account	2,505.73
Office Petty Cash	90.14
Undeposited Receipts	1,379.15
Total Cash	\$12,426.87
Investments (at cost)	22,802.34
Total Current Assets	\$35,229.21
Fixed Assets	
Office Furniture & Equipment	4,555.80
Other Assets	
Accounts Receivable—Government Agencies	\$ 2,775.50
Prepaid Expenses	425.00
Total Other Assets	3,200.50
Total Assets	\$42,985.51
Liabilities and Fund Balances	
Accounts Payable	\$ 28.41
Taxes Payable	327.37
Total Liabilities	\$ 355.78
Fund Balance—The Deaf American:	
Balance, 5/1/66	\$ 1,406.14
Add: Operating Gain	2,928.85
Total	4,334.99
Fund Balance—G. Dewey Coats Fund	191.50
Fund Balance—NAD	
Balance, 5/1/66	\$35,333.83
Add: Operating Gain	2,769.41
Total	38,103.24
Total Liabilities and Fund Balances	\$42,985.51



Junior National Association of the Deaf

PROMOTING THE TOMORROW OF ALL THE DEAF
BY WORKING WITH THE DEAF YOUTH OF TODAY

Junior NAD Program In Full Swing With Twenty-two Chapters Organized

Junior NAD Pacesetters

Introducing some pretty special kids who will do a job and do it well . . . their sense of responsibility serves as an inspiration to all who know them! Meet some chapter presidents: Robert DeLorme, president of the **Rome** chapter which recently enlarged its membership;



Hallada

Vaughn Hallada who heads up a group of 37 students at the **Wisconsin School**, James Halseth, president of the **Berkeley** organization; Billy Jernigan, "chief" at **North Carolina**;

Rolly Holbye, who heads the chapter at the **Texas School**; and Bruce Cassady, president of the Junior NAD and student body president at **New Mexico**.

Diligent, persistent, stay-on-the-job athletes among our chapter members include award-winning Ken Pedersen, at **Berkeley**, in addition to **North Carolina** prexy Jernigan, and **Riverside** hits, Greg Wilson, and the Gibbins twins . . . and Veronica Kleczka, swimmer from **New Mexico**.



Lamb

Where The Action Is...

HEY! Where's the action? It's wherever kids are, all over the nation. Take a look at what's happening, a la Fail and Votaw style . . . It's action for sure at the **New Mexico School** where their Junior NAD chapter has shipped six cases of soap to Vietnam in answer to a sergeant's request . . . The **Texas** chapter members were enthusiastic observers at a meeting of the Texas Association of the Deaf . . . There is plenty happening at **Kendall School** with the Junior NAD's there ready to manage the 35th Annual Eastern Schools for the Deaf basketball tournament . . . All our students are awaiting announcement of the first Junior

If the masthead at the top of this page has readers puzzled, then puzzle no more. You will see it in every issue of **THE DEAF AMERICAN** from now on! The Junior National Association of the Deaf is now operating a full-scale program in 22 schools for the deaf throughout the nation.

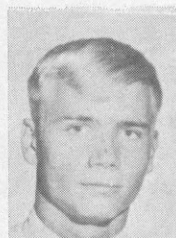
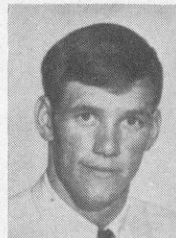
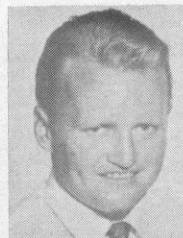
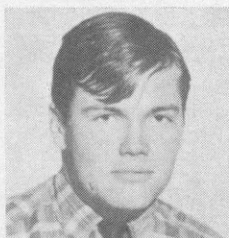
Sponsored by the NAD, the student organization seeks to develop leadership qualities and provide enriching experiences, knowing full well that all the deaf will eventually benefit from the effort. Student members have already proven themselves to be on the go, swinging with energy, ready to accept a challenge and meet it with responsibility.

Each chapter works under the dynamic guidance of sponsors who are giving generously of their own time and enthusiasm. Featured on this page in each issue will be the results of their work, but watch

out! Their zest is contagious and other schools are already making plans to add a Junior NAD chapter in the near future.

Student members are busy planning projects to serve their school, community and the NAD. They will be meeting with leaders, teachers, counselors and special guests, acquiring from each the knowledge needed for successful, responsible living.

The Junior NAD offers the National Association of the Deaf an excellent opportunity for passing on the results of experience and work. Because of this opportunity, it should be considered a privilege to be asked to help. NAD officers and committee members may be approached by students seeking information and it is hoped that it will be given freely, as the Junior NAD members are full of enthusiasm and eager to learn. Let nothing dampen their desire!



Coming up through the NAD ranks are these Gallaudet Prep students who worked hard on the first issue of the **JUNIOR DEAF AMERICAN**, thereby setting the pace for subsequent editions. Top, left to right: Walter Camenisch, Mark McCrory, Bob Whitt and Fanny Yeh. Bottom, left to right: John Yeh, Kathleen Russell, Michael Cooke and Bonita Carter.

NAD All-American Football Team selected by Mr. John Kubis . . . Thirty-plus action-minded members at the **Arizona School** were responsible for the Gallaudet Day Program and invited Mr. Vic Galloway to be the main speaker . . . Lots is happening around the **Berkeley** chapter which has donated \$\$\$ to four (4!) projects, to wit: to a group serving the needs of

civilians in Vietnam, to the California Home for Aged Deaf, to Rev. Andrew Foster in Africa and to the Junior NAD fund . . . Wide eyed, bright eyed members of the **Riverside** chapter recently invited a member of the Vocational Rehabilitation staff as guest speaker . . . Exciting? Excited about what's happening? You bet!

The Origin And Concept Of The Proposed National Repertory Theatre For The Deaf

By BERT SHAPOSKA

The proposal to establish a National Repertory Theatre for the Deaf moved closer to its 1967 target date at the 28th biennial convention of the National Association of the Deaf in San Francisco last summer. On that occasion, the landmark decision to promote a cultural program which includes the repertory concept provided the organizational framework to make the project national in scope and assured the adequate representation and sustained support of the adult deaf in this country. Accordingly, the Eugene O'Neill Memorial Theatre Foundation had the essential prerequisites to enter into a working relationship with the NAD and the prospect of a successful relationship has been enhanced by its confidence in the role of the American deaf community.

Both the NAD and the O'Neill Foundation share the common objective of exploring and promoting new vocational careers for the deaf which is consistent with the professional philosophy of the Vocational Rehabilitation Administration. In addition, the O'Neill Foundation would hardly assume such a deep commitment unless it were properly enthusiastic about the profound implications of manual communication as an unique art form and the acting talent of the deaf as a source of fresh insight for the entertainment field. George White III and David Hays, president and board member, respectively, are convinced that the adult deaf can contribute as much to the theatre arts as they can derive in benefits for themselves in terms of funds and planning grants.

While the reaction among the lay and professional audience at the Playwright's Conference sponsored by the O'Neill Foundation at Waterford, Connecticut, last summer was favorable, the potential impact on the scale of a Broadway engagement, a performance at a national art center, or a White House social event has to be measured. These possibilities have been explored with the result that a program devoted entirely to the theatre of the deaf will be colorcast on the series "NBC Experiment in Television" in the spring. Hays, director of the NRTD project on behalf of the foundation and a well-known set designer, will produce the documentary presentation which will include demonstrative scenes by deaf actors and emphasize the wide range of the highly expressive manual communication.

In this instance, an excellent precedent is being set in which the NAD and the O'Neill Foundation utilize their combined persuasive powers to justify the NRTD, to demonstrate its national implications for deaf and hard of hearing audiences of all age levels, to focus professional and public attention upon the contributions of the deaf in the performing arts, and to encourage financial and moral

support from private and public organizations with a vested interest in the deaf and the theatre arts. The negotiations which the NAD Cultural Committee under the chairmanship of Douglas J. N. Burke initiated with the National Foundation on the Arts and Humanities in 1965 indicated that the participation of the latter is a distinct possibility. Since the original concept was unveiled in 1961, the Vocational Rehabilitation Administration has provided the most enthusiastic support.

The present project is a continuance of the proposal submitted to the VRA by Dr. Edna Simon Levine, the director of the Center for Research and Advanced Training at New York University, in the spring of 1961. Simultaneously, the success of the stage and screen star, Ann Bancroft, in learning and utilizing manual communication in the Broadway production of "The Miracle Worker" had provided Dr. Levine and the theatrical world with the initial insight and inspiration. While the project was justified by the need for occupational diversification in line with modern concepts of vocational rehabilitation, by the opportunities for cultural enrichment it afforded to the deaf and the hard of hearing, and by the significant improvement in the social image of the deaf it would evoke, the proposal stressed that the deaf could enrich the theatre arts with their own technical contributions.

In recent weeks, Dr. Levine, Bernard Bragg, and Burke in the roles of consultants to the O'Neill Foundation have cooperated with Hays in preserving the main outline of the original proposal

OUR COVER PICTURE

David Hays

(Quoted from Playwright's National Conference program book)

"Genius" is about the way to describe this noted set designer, David Hays. Besides his many off-Broadway productions, his Broadway credits include *THE INNKEEPERS*, *LONG DAY'S JOURNEY INTO NIGHT*, *NIGHT CIRCUS* and *WINTER'S TALE*. He also has designed sets for the New York City Ballet, the Metropolitan Opera Company, the Shakespeare Theatre in Stratford and the Lincoln Center. Mr. Hays is working with the architect, John Johansen, in designing the O'NEILL THEATER. A *magna cum laude* graduate from Harvard, he also holds a master's degree from Boston University. He attended the Yale Drama School, received a Fulbright scholarship to the Old Vic in London and received a Ford Foundation grant to design an ideal theater. He won Obie awards for *SQUARE FELLOW* in '58 and *THE BALCONY* in '59.

which will be expanded upon in the new project. An application for a \$105,000 grant has been submitted to the VRA for the purpose of demonstrating the feasibility of a professional company of deaf performers over a period of one year beginning in March. It proposes to establish a professional school for deaf actors, playwrights and technicians at Waterford this summer where they will be trained by theatrical personnel of recognized stature. The initial concentration will be upon the actors which will result in the formation of a company of a dozen players to undertake two major tours of approximately six weeks' duration, one of them coast-to-coast. In addition to increased television exposure, a command performance at the White House this fall is in the realm of the possible.

The successful launching of the NRTD would encourage a high standard of usage of manual communication and inspire widespread amateur activity in the deaf community and schools for the deaf. Moreover, the O'Neill Foundation proposed to develop deaf drama instructors and to train deaf amateurs in the theater arts and crafts. The grant would help the NAD Cultural Committee implement many of its ideas that it wishes to carry out in its program. Such benefits are not on the current agenda because priority must be given to a nationwide organizational framework and an effective liaison with organizations of the deaf. In this respect, the timing of the NAD decision to proceed with its own cultural program may accelerate the attainment of these objectives and permit the foundation to concentrate on the success of the NRTD pilot project in order that it may become an established feature of the American deaf community.

University of Arizona Offers Rehabilitation Traineeships

Specialized training for rehabilitation counselors with the deaf is now being offered by the Rehabilitation Center, University of Arizona, Tucson, Arizona. This master's degree program is designed to prepare specialists for employment in state rehabilitation agencies, rehabilitation centers, schools, hospitals, clinics and similar agencies serving the deaf and hard of hearing. VRA traineeship grants of \$1,800 for the first year and \$2,000 for the second year, including all tuition and fees, are available to qualified full-time students. Further information is available from:

Mr. Norman Tully, Coordinator
Rehabilitation Counselor with the
Deaf Program
Rehabilitation Center
University of Arizona
Tucson, Arizona 85721

Language And Education Of The Deaf

By HERBERT R. KOHL

(Editor's note: "Language and Education of the Deaf" is a 34-page pamphlet issued by Center for Urban Education of New York City. As explained in last month's issue of THE DEAF AMERICAN it is one of a series of policy studies and, in the preface states that its main focus

"is the education of the deaf and its relative failure." Readers may obtain copies of the pamphlet itself by writing to the Home Office of the National Association of the Deaf. Below we quote Section IV, which embodies the conclusion.)

IV. Experimental Research in Language and Concept Formation; Conclusion

There has been an extensive body of research on the language and conceptual capacity and achievement of the deaf. Investigators have probed the concept formation in the deaf, their abstraction and classifying abilities, etc., and have measured the deaf against the hearing as well as against other deaf individuals of different ages. All of this research however has assumed that if the deaf individual has no verbal command of a concept, then he has no linguistic representation of it. It has assumed, in a way that becomes dramatically clear as one examines the research, that the deaf individual's linguistic accomplishments are identical with his verbal accomplishments. And when the conceptual or abstracting ability of the deaf is found to outrun his verbal ability, debates have arisen over preverbal, covert, and intuitive communication. Rather than look at the deaf more closely, magical explanations have been invoked and metaphysical arguments provoked. A review of the research readily reveals this, and just as readily reveals the fact that many of the mysteries of the concept formation and abstract ability of the deaf are dissolved in the light of an analysis of sign language.

Most ongoing research in the field of the deaf is concerned with two questions: 1) What is the language of the deaf like? and 2) what is the relationship of oral language to concept formation and thinking and to performance on tests of concept formation?

The most extensive study of the first question was conducted by Fritz and G. M. Heider at the Clarke School for the Deaf and reported in an entire number of *Psychological Monographs* (40). The Heiders analyzed 1,118 written accounts of short motion pictures shown to deaf and hearing children. The deaf children were from eleven to seventeen years old, the hearing eight to fourteen years old, a tacit statement of the retardation of the deaf children's language. The Heiders concluded that: 1) the deaf use relatively simple language units; 2) their sentences are shorter, have fewer verbs in clauses (subordinate or coordinate) and more verbs in simple sentences than hearing children; 3) they use causal clauses and object clauses beginning with "that" more than the hearing; 4) they do this because they have less comprehension of the paragraphs as a unit; 5) they use fewer shades of meaning and fewer contexts where pre-

cision of meaning is important; 6) they use more fixed forms, avoid elliptical forms of language, and prefer simple fixed expressions; 7) they explain "why" more often than the hearing; and finally, 8) they rarely speak of possibilities, preferring to describe concrete actualities. These results are so strikingly similar to Tervoor's conclusions with respect to the nature of sign language that it may be possible to conclude that **the limitations of sign language generalize to the limitations that are found in deaf children's oral speech.** Instead of sign language being an inadequate translation of English, the opposite may be true, i.e., that **the deaf child's grasp of English may be obtained through translating it into sign language.**

Mildred Templin (41) more recently reported a study of deaf and hearing children's knowledge of twenty-five "thing" and "non-thing" referent words. The former were house, clock, clothes, car, door, dirt, boat, food, street, and garbage: the latter were friend, big, faith, command, new, add, danger, all, strong, death, God, wise, hate, enemy, and master. She used three tests of word usage (sentence constructions, similarities, and analogies). The tests were given twice, once after a two year interval. She found that in word knowledge six year old hearing children defined significantly more "thing" words than twelve year old deaf children (at the .01 level) and more than the fourteen year old deaf children (though not significantly more). The number of "non-thing" words defined by the deaf child of fourteen was the same as eight or nine year old hearing children. Yet the deaf children increased significantly in their own word knowledge from twelve to fourteen. The deaf had a tendency also to perseverate in the way they made their responses ("a house **is what to live,**" "a car **is what to ride,**" "a food **is what to apple,**" etc.).

For the synonyms, the hearing children as a whole gave fewer but more adequate responses. However deaf children at eleven, twelve, and fourteen did not recognize as many synonyms as the six year old hearing children. In general, the deaf children's responses were developmentally retarded. Significantly, they did not display a distinct pattern of deafness. In fact, there seemed to be some developmental improvement of the deaf over the two years. This result, as well as many

others examined below, seems to contradict Myklebust's notion of a distinctly different pattern of organization for the deaf which covers all fields of behavior (21). As noted, there is considerable disagreement about this point in the literature, and some proof that in certain areas of linguistic and conceptual experience the deaf children are developmentally retarded rather than different.

Templin found more dramatic results on the three tests of word usage. On the analogies test, six year old hearing subjects couldn't solve any items, but fourteen year old hearing subjects had a mean score of 8.5 out of 11. On the other hand the deaf subjects at all ages scored lower than eight year old hearing subjects. Similar results held for the other two tests of usage. Thus while word knowledge increased for the deaf children over the two years, word usage did not.

An unpublished study of word associations in deaf and hearing children by Lillian Restaino of the Lexington School also showed that "there is some indication that the children in schools for the deaf respond with greater uniformity than do hearing children studied" (34, p. 6) and that "deaf children have a restricted repertoire of responses from which they can choose" (p. 7). The conclusions of these two papers are consistent with the results of the analysis of sign language.

The major research on conceptual thinking in the deaf and its relation to language has been done by Kates and Kates at the Clarke School for the Deaf in Northampton (Massachusetts), Pierre Oleron in Paris, Hans Furth at the Catholic University of America, and Joseph Rosenstein at the Lexington School for the Deaf in New York. Before considering their results it might be cautioned that each researcher is connected with a particular institution involved in the education of the deaf. These institutions use different methods of teaching language, and consequently their pupils, the usual subjects of the experiments, have different exposures to language. Lillian Restaino, in the unpublished paper referred to above (34), studied two deaf populations as well as a hearing one and concluded that "certain measures of word associations are sufficiently sensitive to reflect differences in language learning environments" (37, p. 12).

It should be further cautioned that Pierre Oleron's results were obtained on studies of deaf populations where no check was made to assure that the subjects were congenitally or prelinguistically deaf, and hence his results must be replicated with a carefully diagnosed population.

The Kates and Kates study (16) focused on two cognitive processes in the deaf, categorization and verbalization. It assumed that "words serve as the arbitrary verbal attributes of non-verbal categories" and hoped to prove that deafness "interferes with this process of attaching the correct verbal attribute to its corresponding non-verbal category" but does not

"render deaf children qualitatively distinct from hearing children" or prevent them from being able to abstract and categorize. Here then is a covert attempt to disprove Myklebust's contentions about the qualitative differences of deaf children. In many of these studies this assertion is continually attacked, though usually Myklebust's name is never mentioned.

The Kateses hypothesized that deafness would not affect all verbalization processes "in which the material to be ordered are words." They further hypothesized that the problems with verbalization would fall along normal developmental lines and disappear in adulthood. They conducted a series of experiments which attempted to separate verbalization from categorization by using two hearing control groups, one matched with the deaf subjects on sex, age, and IQ, the other matched with the deaf subjects on sex, IQ, and achievement. The aim of the two control groups was to establish that where the deaf were retarded, they performed as well as hearing subjects who were on the same achievement levels and therefore that the deaf children were merely retarded developmentally. All the deaf children were drawn from the Clarke School, a school that uses the oral method. A further study was made of deaf and hearing adults matched on sex, age, intelligence, and occupational status. All of the deaf adults were graduates of the Clarke School.

The Goldstein-Gelb-Weigl Objects Sorting Test was administered to all the subjects. In the first part of the test, a series of thirty-three everyday objects (a cigar, silverware, pliers, etc.) was placed before the subject, who was asked to group the objects that belonged together. A second part consisted of the subject matching objects with a sample pre-selected from the group of thirty-three, and the third part asked the subject to give reasons for his choice.

The results were as hypothesized—there was no significant difference among the deaf and the hearing groups in the number of categories utilized in part one or in the matching in part two. However in part three, which consisted of categorizing the preceding activities, "the deaf subjects had significantly more inadequate verbal verbalizations than the older hearing subjects . . ." and . . . the younger hearing subjects."

When the tests were switched to sorting words, the deaf were less adequate than the older hearing group through as adequate as the younger group. The Kateses concluded that "the deaf (children) have less ability to categorize words than others"—that is, they can group objects with greater success than they can manipulate words.

When the same tests, plus the Digit Symbol, Picture Completion, and Block Design subtests of the WAIS, were administered to the deaf and hearing adults, no significant differences were found in any of the tests. The Kateses concluded that the deaf caught up to the hearing adults.

Before these results can be accepted, certain questions must be raised. First of all, in regard to the conclusions concerning the deaf children, the Kateses assume that words are mere labels that are attached to categories which are somehow preverbally known. They assume that when deaf children can make certain physical categorizations, yet have not mastered the English word to describe the process, they have done something on a preverbal basis. Yet calling responses "preverbal" sounds suspiciously like a way of saying that the deaf children respond in ways we don't understand.

But there is a more fundamental objection to the Kateses' assumption about the "label" nature of verbalization. As Zubin points out (42), there are at least two types of abstraction, "abstraction from reality" and "abstraction from possibility." The former is the analysis of actual fact and experience into attributes, or "categories," as the Kateses consider them. The second is an abstraction from these attributes to yield even higher level attributes. Thus, one may abstract the attributes "red" and "green" from experience, but one abstracts the notion of "complementary colors" from the attributes "red," "green," etc. Moreover, naming the attribute abstracted from reality is not merely attaching a label to something experienced. Rather it is **making that experience available for higher level abstractions and therefore for more complex and useful descriptions of reality.** The ability to make preverbal connections (if they are that at all) is by no means the same as being able to categorize aspects of experience. After all, animals know what is food and non-food, safe and non-safe, light and dark. Yet these categorizations are not available to them for articulation into higher systems since they cannot symbolize. If someone can both symbolize and verbalize, as the hearing subjects do, it is not the same as merely categorizing. In short, by ignoring sign language and therefore considering these deaf children to be categorizing preverbally, the Kateses may be underselling what deaf children actually can do. That the children usually do not articulate these categories into higher ones may be true. That they **cannot** has not been shown, even for sign language. Perhaps a major mistake is equating "verbal" with "linguistic" and thereby eliminating the possibility that a sign may be linguistic as well as a word.

The objections to the Kateses' results with respect to deaf and hearing adults are simpler. Fewer than 55 per cent of deaf individuals actually graduate from elementary schools for the deaf (6). Therefore, there is no guaranteeing that the Kateses have not matched Clarke school graduates, the top of the deaf population, with the bottom of the hearing population on these tests. These results must therefore be taken with great reservations. They do not at all establish that the deaf have less linguistic ability than the hearing.

Having considered these results in some detail, we can treat the rest of the literature on the "conceptual" thinking of the deaf more briefly. In general all of the studies have equated "conceptual" thinking with an over-all capacity to categorize, and have discovered deaf children (only the Kateses and Furth have experimented with deaf adults as well) just as capable of categorizing with respect to perceptual, concrete material as hearing subjects of the same age and IQ but less able to categorize "verbally." Researchers have also discovered that deaf children between seven and twelve perform in the same way that hearing children from three to six years younger perform. The materials used in the experiments are not much more complex than those used by the Kateses, although some involve colored forms instead of familiar objects. No tests of higher level attributes and no tests involving deaf children's responses in sign language have been uncovered by the author. It has even been reported that some of the testers do not even understand sign language.

Pierre Oleron has found that deaf children do not perform as well as hearing children matched on age and IQ on the Raven Progressive Matrices (26). He has also found that deaf children could classify objects as well as hearing children when the task required recognition of "perceptible qualities of the objects" (28, p. 307). They have trouble though when they must classify objects according to "conceptual conditions (the objects must be grouped according to their belonging to a common class)" since "the subject lends too much importance to the observed data." Yet Oleron, like other experimenters with deaf children, points out that the deaf children's failures are not the same failures of the hyperactive, perseverating "minimally brain-injured" children studied by Goldstein. **The deaf children are not necessarily and unchangeably concrete.** They "benefit from the experimenter's help," "sort color exactly like normal children," and even their failures approximate the behavior of younger hearing children, whereas this is not true for Goldstein's subjects. Oleron reinforces the idea, voiced so often in articles about this subject, that the educational failure of deaf children is really the failure of their educators.

Oleron also notes that deaf children "have a tendency to give too much importance to the observed elements . . . the mental processes of the deaf are characterized by an especial concern for observed data." However, his experiments (31) in exposing deaf children to mechanical devices, and his discovery that they can figure out how things work as well as hearing individuals lead him to assert, as do the Kateses, that "we are led by the results to the view that language does not play such an important role as one would think in order to achieve certain tasks" ("nous sommes amenes par les resultats . . . a juger que le langage ne joue pas un role aussi important que des

auteurs l'on pense pour l'exécution des certains taches"). One would also think that an examination of results of experiments with animals would lead to the same conclusions.

Hans G. Furth (10,11) surveys the literature discussed above and presents his own experiments (9) which purport to show that "the capacity of deaf people to deal with conceptual tasks may not in fact be generally retarded or impaired" (9, p. 386), and that "language does not influence intellectual development in any direct, general or decisive way" (11, p. 160). Furth used three tests, a sameness test, a symmetry test, and an opposition test. The hearing group was superior to the deaf group only on the opposition test which, he suggests, needed the use of language whereas the others did not. Furth never clarifies why "opposition" demands language any more than "sameness" or "symmetry," since one can "see" opposites as well as symmetric or similar forms. This aside, Furth leaped to conclude that his study and others quoted above "suggested that the influence of language on concept formation is extrinsic and specific" (9). He too ignored the fact that his deaf subjects' sign language may have included concepts necessary to solve his tasks. He leaped too quickly to the assumption of pre- or non-verbal thinking. (See Blank (3) for additional critical comments.)

More recently Furth theorizes that the crucial deficit of the deaf may be their lack of experience, which has an indirect cognitive effect via lack of sufficient stimulus throughout their sheltered lives (11, p. 159). He says "experience may be a sufficient determinant for development of intellectual capacity and deaf adults may have made up their possible initial experiential deficiency" (11, p. 153). The facts cited at the beginning of this paper about the deaf community contradict this assertion.

Joseph Rosenstein (35) also studied the performance of deaf children on perceptual discrimination, multiple classification, and concept attainment and usage tasks. He hypothesized that "when linguistic requirements are eliminated or minimized, deaf children would not differ from hearing children in both perceptual and more complex cognitive behaviors." When scrutinizing his results, one must remember again that "**linguistic is equated with verbal,**" and that sign language as a linguistic system **the child may know** is not controlled as a relevant variable.

Rosenstein's tasks were very simple (as indicated by the fact that on the perceptual discrimination test all subjects responded correctly to all ten tasks on the first trial). All of his tests failed to produce a distinction between deaf and hearing subjects, and though this may seem trivial, Rosenstein's conclusion is significant in the context of this paper: "No differences will be observed between deaf and hearing children . . . where the language involved in these tasks is within the capacity of the deaf children" (35, p. 119). Commenting elsewhere on results of the

studies discussed in this paper, Rosenstein adds support to some of the criticisms voiced above when he says "the educational treatment of the inadequate development of language in deaf children may very well be the source of the inferior performance on cognitive tasks that has been observed" (36, p. 283).

One can go on from here to ask how this cognitive inadequacy, added to the limitations of sign language, may extend to the emotional sphere. Beatrice O. Hart, of the Lexington School for the Deaf, informally gave deaf high school children a series of words which related to the intensity of a particular emotion and asked the children to order them. Thus she would mix a series like "ecstasy," "thrill," "happiness," "indifference," "sadness," and "misery," and make the children arrange these words in a forced choice situation. The deaf children were confused and though they could differentiate misery and sadness from the others, the rest of their ordering was random. This suggests that by not knowing the many shades and varieties of feelings and emotions that hearing people master through language, the deaf may have special problems with **expression and control of emotion**—or what we could call social maturity. It would be interesting to formalize such a procedure using Q-sorts and forced choice situations, and see if scores on differentiating intensity and variety of emotion correlated to scores on emotional maturity scales like Doll's (21). There are many such possibilities, e.g., "angry," "annoyed," "bothered," "undisturbed," "calm," etc. No such studies exist at the moment.

There is one study relating to the development of moral judgments in deaf and hearing children. Martin L. Nass (23) used a questionnaire after telling thirty deaf children (six at each age level from eight through twelve at one year intervals) four stories, two concerned with "peer reciprocity versus dependence on adult authority" and two concerned with evaluating an act (e.g., a fight) as to the intent or motivation behind it. Nass used Piaget's clinical method of free interrogation after responses to set questions. The same procedure was followed with a group of hearing children matched on age and IQ.

Nass found that the deaf children were "less concerned with pleasing the authority for its own sake and respond more to the reality qualities of the situation." The deaf also were more concerned with peers than authority figures, not a surprising result considering the bond of deafness that usually separates them from adult authorities.

In regard to the stories designed to elicit motives and intentions, the deaf at all ages lagged behind the hearing. They were more concerned with the concrete outcome of actions than the motives or intentions involved. This lag, however, decreased as the deaf child got older, and Nass feels it may be developmental. Again one can speculate about the consequences of deaf children's orientation to-

ward the concrete and the trouble an individual might have with social interaction if the ability to uncover and formulate the motives of others is not naturally acquired. However, more detailed study of the relationship of language to the ability to understand motivation and to social maturity is necessary. It is also necessary to test deaf children with sign language as well as oral language. Nass may know no sign language, and it is by no means clear that the children understood his questions or that he understood their responses.

These partial results indicate that there may be a significant relationship between the acquisition of language and social maturity, and tend to confirm Altshuler's and Myklebust's (1, 2, 21) results regarding the social immaturity of deaf children. There are some indications that such immaturity may hold for deaf adults as well (6), but the work in this area is still too sketchy to permit any definite conclusions.

A final relevant study will be discussed. Three and four year old deaf children were brought together for four weeks with hearing children of the same age during the summer of 1951, and put in the same classes (8). The deaf children were observed and no suggestion of "dulled personality" or any unique patterning of personality and adjustment emerged to differentiate them from the hearing children. The two groups got along well together, learned non-verbal tasks, and were able to communicate and play with each other without the use of words. If these observations are generally valid, the implications are most interesting. It may be that the development of problems of social maturity and interaction begin to develop when that interaction is brought to a linguistic plane. This may not be until the child is four or five, the age when language begins to develop its more complex forms and coincidentally the age when most deaf children enter school. From her observations, Fiedler, the author of the study on this camp experience, concludes that "we cannot defend the early emphasis on precise, careful speech as necessary to the social adjustment of the young child" (8, p. 273). The children, she indicated, seemed quite able to do without it.

One may even go further than Fiedler and wonder what value there is in forcing the deaf child to speak orally as early as possible and to understand oral language especially without the adult in turn trying to understand sign language. Further, and more basic, oral teaching has not been successful and conceivably may lead to social maladjustment in the deaf and ultimately to their rejection of oral language altogether when they become adults. What then is the justification for using it? Primarily the teaching of oral language is justified 1) because our society is a hearing society and it is believed that the deaf must be taught to take a place in the hearing world, and 2) because sign language structure is not the same as English structure and therefore using it

presumably makes learning English more difficult. But since deaf individuals do not join hearing society in general and do not learn and use English, these arguments are hollow. It is necessary to re-examine the education for the deaf and see if new approaches are possible.

Several items examined here provide clues to what such an approach might be. First, it has been seen that some deaf adults do learn to master oral language fully, and therefore it is clear that there is nothing inherently impossible in the deaf knowing oral language as well as the hearing. Secondly, though sign language is concrete and situation-bound, it need not (as Fr. Tervoort maintains) necessarily be so. Perhaps it has remained on such a primitive level precisely because it has been suppressed and has been neither developed nor articulated within the school curriculum. Thus, it seems imperative that teachers of the deaf master sign language and seek to further its development. Let sign language be used in the schools and taught in the schools, with oral language as the child's second language occupying more of the curriculum as the child gets older. Sign language should be used to show the deaf child why oral language has advantages. Then perhaps he would not have to grow up using one natural exoteric language and one unnatural exoteric language, accepting neither fully nor benefiting fully from either. Under such circumstance perhaps it will be easier for the deaf child to establish his identity, and it is even possible that the social adjustment and maturity of the deaf may be improved.

In conclusion, this discussion has suggested that the personality problems of the deaf, as well as their problems of cognitive limitation, educational achievement, and social adjustment, above and beyond whatever problems may exist in their family life, may be due to a combination of the current limits of sign language and to the methods used in educating the deaf. Deafness does not *a priori* prevent language learning nor does there seem to be any reason to believe that adequate educational methods cannot be developed to teach oral language successfully. This paper however has made several concrete suggestions for the development of such methods and has attempted to show, on the basis of the limited experimental evidence available, how inextricably bound together are the social, emotional, linguistic, conceptual, and intellectual problems of the deaf.

There are other significant problems, as noted at the outset, that this paper has not dealt with. Why, for example, considering its size, is so little known about the deaf population in the United States? Wouldn't there be advantages in a central data bank and in a greater exchange of education results throughout the country? Why does such a data bank not exist? Nor such exchange? Again, the paper has not attempted to examine why so many apparently failing and different philosophies of the education of the deaf con-

tinue to exist. The key question here is: What are the barriers to ideological and institutional change?

The interesting question of what the deaf think of the education they receive has not been raised. What part do the deaf play in the formulation of policies that concern them? Who, in fact, runs organizations of and for the deaf? Who are the spokesmen of the deaf com-



Stalling Along...

By STAHL BUTLER, Executive Director
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724 Abbott Road, East Lansing, Michigan

Michigan teachers are quite excited about a so-called deaf youngster who is the first clarinetist in a school music organization. Why clarinet? The explanation is that the family and the classroom teacher suggested drums, but the director said that clarinet was his instrument, that he could provide more help on clarinet, and that he thought the youngster could do it.

I noticed a story about a rehabilitation program in Israel, about which I have written. Many of the deaf there have no language at all, but others have minimum skills in a variety of languages. In the work there, the language of signs cuts across all their communication problems.

There have been several pictures in Michigan newspapers of a deaf violin maker in Detroit. The deaf man wanted a professional violinist to play one of his instruments. On Thanksgiving Day the concertmaster of the Detroit Symphony Orchestra stopped at his shop and played one of his violins. The concertmaster praised his work and made a couple of suggestions as to how he could make the instruments better.

Michigan has a provision that any person who fails a driver's examination can appeal to the secretary of state for a hearing. I have worked on this several times in recent years. The problem is that the deaf do not know about the opportunity for an appeal, and the examining personnel fail to report those who fail the test. Help us spread the word.

A young, deaf-blind girl from the East is working in a furniture factory in Flint. On an assembly line, she provides a unit of chair upholstery.

Many deaf people know Michigan's Bert Maxson. He had a heart attack some time ago. Now he is out and around wearing an electrical instrument called a Pace Maker which is actually connected with his heart. How wonderful that heart research has resulted in assistance for this outstanding deaf citizen!

munity—the congenital deaf or the adventitious deaf who acquired language before their deafness and therefore do not face the problems of the congenitally deaf? What is the relation of individuals who are deaf to the community of educators of the deaf? All of these questions must be faced directly once the magnitude and nature of the problem as presented in this paper is acknowledged.

My wife remembers this story. A small deaf child asked her, "You sig un?" The child was mispronouncing the word **sign**.

G. T. Ashley died recently at age 85. He was the first president of the Flint Association of the Deaf. He lived across the street from the Michigan School, and he was very nice to me when I arrived at the school 25 years ago.

Watch for our next issue of **Michigan Hearing**. It contains a fine article by Dr. John D. Rainer entitled, "The New Concern of Psychiatry for the Deaf." We can send you a copy for a quarter.

All readers should remember this name and address: Michigan Rehabilitation Institute, Plainwell, Mich. Five words to remember. These words are for unemployed deaf and for families who have unemployed youngsters. This is where our project for unemployed deaf men was transferred; this is where the project is getting a new start. Let us give it national support.

DEAF POLICEMEN

BUCHAREST—The traffic policemen of Bucharest have the reputation of being the most polite in the Balkans. The reason is that a number of them are deaf-mutes.

It was not charity that prompted the local police authorities to recruit men suffering from this particular infirmity. It was simply the necessity of putting an end to long and heated street debates between constables and offending motorists.

These arguments often degenerated into fisticuffs, and several times a day the flow of vehicles on the narrow, busy streets of Rumania's capital was clogged, thanks to the loquaciousness and pugnacity of the traffic policemen.

While such debates gave local colour to the town and contributed toward enriching this country's dictionary of invective—one of the most picturesque in the world—they, nevertheless, caused a serious traffic problem.

DEAFNESS is one of the most misunderstood of all disabilities, yet it is one of the most common.

SO LITTLE is known about deafness that medical doctors often cannot offer significant treatment. Yet they feel that many presently untreatable conditions might be successfully treated if more were known about them. So . . .

WE HAVE dedicated our efforts to researching the many causes of deafness.

IF YOU as a deaf or hard of hearing person would like to help in this great campaign to conquer deafness, we will be glad to send you details. Just tear out and mail the attached postcard.

THE DEAFNESS RESEARCH FOUNDATION

366 Madison Ave.

NEW YORK, N. Y. 10017

The Deafness Research Foundation is conducting a national Public Education Program (through a grant from the John A. Hartford Foundation) urging the deafened to bequeath their inner ear structures for research.

Detach and mail to:

THE DEAFNESS RESEARCH FOUNDATION, 366 Madison Ave., New York, N. Y. 10017

Please send me: _____ Temporal Bone Banks booklets

Please send me: _____ "If You Have A Hearing Loss . . . "

Please send me: _____ forms for bequeathing inner ears for research

Name _____

Street _____

City _____ State _____ Zip Code _____

Please send _____ TBB Booklets _____ bequest forms to:

Name _____

Street _____

City _____ State _____ Zip Code _____

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THE DEAFNESS RESEARCH FOUNDATION

366 Madison Avenue

New York, New York 10017

St. Louis Community Center For The Deaf

One man's dream became a \$325,000 reality on October 30, 1966, with the official opening of the St. Louis Community Center for the Deaf at 3250 Cook Avenue, St. Louis. The Center, which will serve the entire St. Louis area deaf community as well as interested hearing persons, originated in the desire of Rev. Raymond Gruenke, C.S.S.R., to meet the expressed needs of members of his congregation for a social meeting hall of their own. As plans went forward during an eight-year wait for funds, the scope gradually widened to include two meeting halls, a dance hall with a specially constructed vibration-carrying floor, five classrooms, a kitchen, a nursery and administration offices.

Completed after 11 months, construction got underway following a grant of \$100,000 from the Catholic Diocesan Expansion fund. A further \$100,000 was raised by the united efforts of Father Gruenke and the Catholic deaf of the area. At least \$125,000 remains to be collected, some of which will be raised through the varied programs and activities that will be offered.

An interfaith dedication service marked the official opening of the nonsectarian facility, with Cardinal Joseph Ritter officiating. Other participants included the Rev. Arnold C. Abrams, who is associated with the Silent Berean Congregation of the Union Avenue Christian Church; Rabbi Lawrence Siegel, Jewish Federation Community chaplain; and Father Gruenke. The service and the open house that followed were attended by a large crowd, including the leaders of most of St. Louis's deaf church groups and social organizations.

The new center may bring about a much



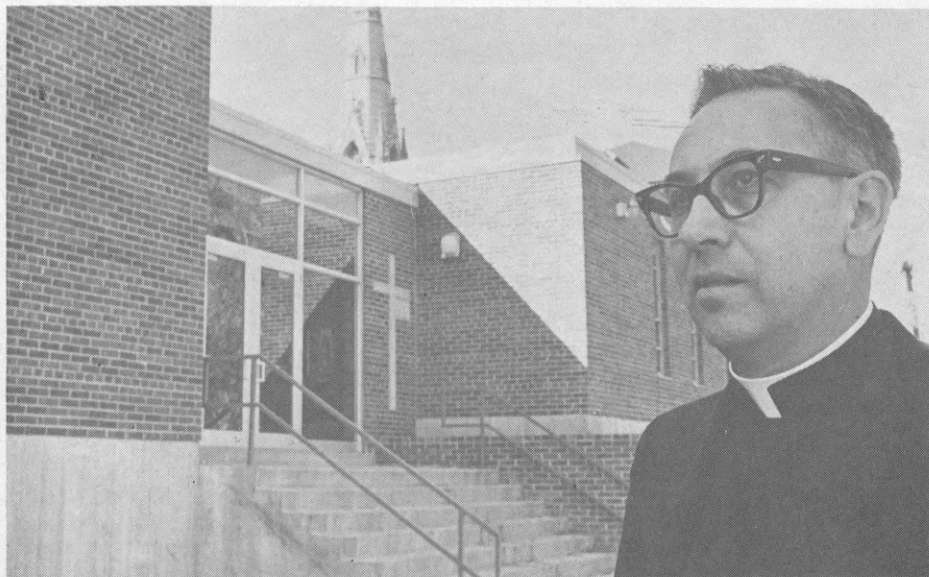
CENTER DEDICATION—Cardinal Joseph E. Ritter is shown dedicating the new St. Louis Community Center for the Deaf. Interpreting for him is Mrs. William Pearson. (St. Louis Post-Dispatch photo)

needed centralization of activities among and services for the deaf population of St. Louis. Over the years, differences of religion, race and communication methods in this bustling city—where North meets South, graduates of the Central Institute

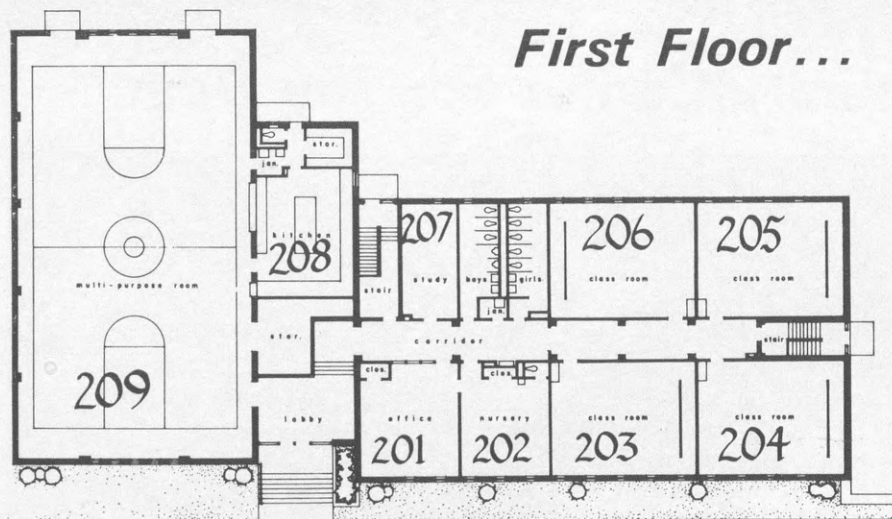
and St. Joseph's School meet those of Missouri and Illinois, and at least five major religious denominations hold regular services—have resulted in scattered talent and divided efforts. Monthly meetings of the St. Louis Silent Club, the St. Louis Chapter of Missouri Association of the Deaf, Bell Club (an orally-oriented group composed largely of CID and St. Joseph graduates) and other groups have been held in rented halls or members' homes.

Possibilities of a shift towards cohesion were evident at a Western Party sponsored by the Bell Club and held at the Center on October 22, one week before the official opening. This costume party was a big drawing card, and the proceeds were donated by the Bell Club to the Center at the October 30 ceremony when Vice President Howard Schwartz, acting for President Ronald Johnson, handed a \$500 check to Father Gruenke.

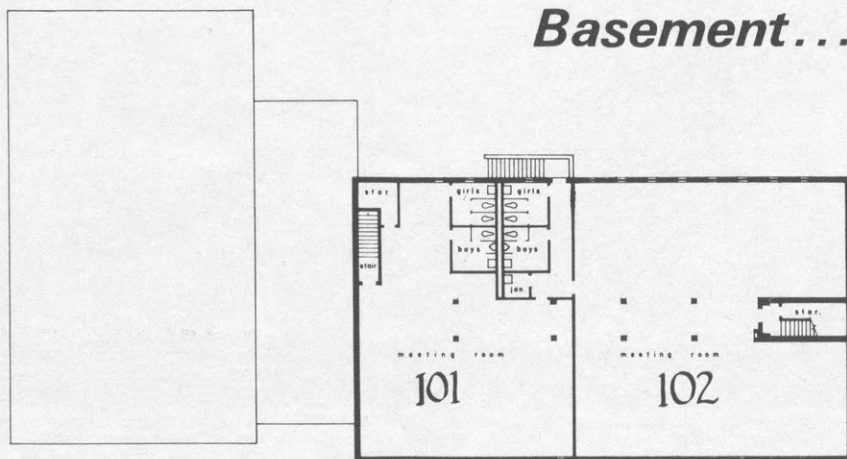
Since the Western Party, the Center has also been the scene of the Catholic Christmas Party and a wing-ding New Year's Eve celebration. Future activities, both for individual groups and for the general community, will hopefully be coordinated by a round table committee of representatives from the various groups,



NEW CENTER AND DIRECTOR—The Rev. Raymond Gruenke, director of the St. Louis Community Center for the Deaf, is shown in front of the new building recently dedicated. In the background is the spire of St. Alphonsus (Rock) Church. (St. Louis Post-Dispatch photo)



First Floor...



Basement...

Floor plans of the newly-opened St. Louis Community Center for the Deaf.

acting independently of the administration except insofar as agreement on dates and fees is necessary. The meeting hall is expected to be open regularly for casual social evenings—pingpong games, pool,

TV viewing, and so forth—as at any other club for the deaf—and for athletic practice

Three Travel Programs

Including attendance at WORLD FEDERATION OF THE DEAF, Warsaw, Aug. 1967, under direction of Dr. W. Pronovost, Boston University. Each program (21 days) gives choice of 4 or 5 of 11 countries priced from \$765.00. Designed for the profession, the DEAF, hard of hearing and families and friends.

**For Complete Information
Contact Dr. Pronovost.
Travel arrangements by
GARBER TRAVEL,
1406 Beacon St.,
Brookline, Mass.**



"... We must sail sometimes with the wind and sometimes against it, but we must sail, and not drift, nor lie at anchor."

—Oliver W. Holmes

Q. 1. What about communicating by mail, telegraph or even telephone if a committee meeting cannot be held?

Q. 2. In committee, is it necessary to make a motion to that effect if members desire to reconsider a vote on a question (motion) just acted upon?

Q. 3. What are the fundamental principles of parliamentary law which are recognized by the courts?

Q. 4. In case there is but one candidate for office, may he be elected by "acclamation"?

in the 90x50 foot, high-ceilinged multi-purpose "dance" hall.

Aside from social activities, Father Gruenke hopes that, with the backing of an advisory board composed of prominent workers in the field of deafness, the Center will offer such needed services as adult education courses, classes in manual communication for both deaf and hearing persons, physical and social therapy programs in, conjunction with the Jewish Employment and Vocational Services and similar activities. It may also serve as a clearing house of information for and about deaf persons and deafness, and will, of course, be used to continue the various instruction and counseling formerly offered by Father Gruenke in his office at the St. Alphonsus (Rock) Church, 1118 North Grand, in the grounds of which the Center now stands.

The red-bricked, two-level building with its many facilities and boundless possibilities is a welcome and appropriate addition to this city of St. Louis, where the Gateway Arch now reaches for the sky to symbolize expansion and joint endeavor.—DSM

It isn't too early to make your plans to attend the next

NAD CONVENTION

Las Vegas, Nevada

JUNE 17-22, 1968

QUESTIONS AND OPINIONS on

Parliamentary Procedure

By Edwin M. Hazel

Qualified Parliamentarian, Member, the National Association of Parliamentarians, and the Chicago Association of Parliamentarians, American Institute of Parliamentarians, Illinois Association of Parliamentarians

Q. 5. May a defeated main motion be made again or renewed at the same meeting if it was lost when the vote was taken?

Q. 6. Is a committee's report equivalent to a motion?

Q. 7. If several members rise at the same time to claim the floor, who is entitled to the floor?

Q. 8. Has the Chair (presiding officer) a right to show by his action that he is for or against a motion under consideration or an application for membership?

Q. 9. Our president is always late. Should he be on time?

Q. 10. May a question be laid on the table or postponed at the last meeting of the session (convention)?

(Answers on page 19)

Community Counseling Centers For The Deaf: Guidelines For Action

By LARRY G. STEWART, VICTOR H. GALLOWAY and NORMAN L. TULLY

The Problem

In the United States millions of dollars are invested annually to provide health, education and welfare services to the physically, mentally and emotionally handicapped. A great deal of this is channeled into special education programs, of which the education of the deaf has long been of central importance. However, until recently little has been done to assist deaf adults after they have terminated their schooling. According to DiMichael (3), the history of service and research with the deaf in the U.S. is almost exclusively related to children and youth.

The current problems of the adult deaf have been well-documented by several recent Vocational Rehabilitation Administration-supported workshops (2, 10, 16, 17, 18). Reports from these workshops have reiterated again and again the need for more and better services for the adult deaf. Recent years have seen the slow but consistent growth of these special services, which include psychological assessment and counseling centers, adult education programs, work evaluation programs in rehabilitation centers, interpreting services and a national technical institute for the deaf. However, these facilities remain few in number. There still exists the basic unmet need of the deaf to have access to the same community health and welfare services that are available to hearing members of a community. This need has been recognized by the deaf as well as by professionals who serve the deaf, and has been documented by a special study of deaf residents of Frederick County, Maryland (8). Falberg (6) has written extensively on the needs of deaf adults in the community. Still, despite the manifest need for special services for the deaf, most large cities as well as smaller communities have failed to take action to remedy the situation. This failure has occurred primarily because of limited financial resources as well as an inability to coordinate efforts of interested groups within the community. However, in 1965 the Vocational Rehabilitation Administration, in an attempt to seek solutions to the widespread problems of the deaf, brought together a group of leaders and experts in work with the deaf. From this meeting came a list of 23 needs as recognized by the VRA, as well as recommendations for action on the part of VRA to meet these needs. Need number one on this list is for "referral, coordinating, evaluative and supportive counseling centers for the deaf in metropolitan areas that are manned by highly skilled and specialized staff (21)." The VRA has made available funds for the establishment of such centers, and the opportunity now exists for any large city having a large number of deaf citizens to establish a counseling center for the deaf. The objective of this paper is to suggest guide-

lines whereby such action may be undertaken.

Organizing to Meet the Need

Procedures to follow in establishing a counseling center for the deaf may vary from community to community and will depend largely upon the group of people undertaking the organizational work. However, one basic prerequisite for initiating any service is that there be a sufficient degree of awareness of the problem on the part of the community as well as interest in providing a solution. A community service agency must depend upon the community for support, and accordingly community interest becomes a critical factor in considerations of services for the deaf.

Three different approaches that may be taken in promoting the establishment of a counseling center for the deaf include efforts initiated by the deaf themselves, efforts initiated by professional workers and efforts on the part of special interest groups such as parents of deaf children. Each of these three groups may begin from a different point but will generally converge in a common organizational pattern.

Deaf leaders are aware of the needs of the deaf but frequently are completely at a loss as to how to proceed in obtaining the needed services. However, even when these leaders have been able to make contact with professionals in the community, they often discover that the deaf are reluctant to use the existing community services. This reluctance is due in part to their inability to communicate effectively and also to their lack of familiarity with the services offered. Deaf leaders should therefore attempt to gain the support of the deaf and their organizations before they approach the community.

ABOUT THE AUTHORS

Larry G. Stewart and Victor H. Galloway are full-time students in the doctoral program at the University of Arizona and serve as graduate assistants in the Rehabilitation Center at the University. Both are deaf and received their undergraduate training at Gallaudet College. Norman L. Tully is coordinator of the Rehabilitation Counselor with the Deaf Training Program at the University of Arizona and is a part-time doctoral student. Prior to enrolling at the University of Arizona Mr. Stewart served as counselor for the deaf with the Missouri Section of Vocational Rehabilitation, Mr. Galloway was adult education specialist with the deaf on the staff of the Leadership Training Program for the Deaf at San Fernando Valley State College and Mr. Tully was director of teacher training at the University of Tennessee.

Organizations of the deaf should have the opportunity to learn what services are now available and also to make their needs and desires known. This may best be accomplished by holding local meetings. At these meetings deaf leaders could outline possible courses of action to obtain services, and the request may be made that the organizations appoint representatives to participate in conferences with community agencies. Because the deaf often may not have a clear understanding of the concept of community services, much educational work may be required before the idea is fully understood and accepted.

After the deaf have given indications that they accept the idea of the community services, representatives may visit a few selected community agencies to generate interest in the possibility of their providing services for the deaf. The following agencies may be contacted:

1. Hearing and speech centers
2. Special education, local school system
3. State or local office of vocational rehabilitation
4. Other agencies having personnel known to have at least some experience in working with the deaf

In order to join forces with hearing citizens to stimulate wider community awareness of and interest in the deaf, a planning committee consisting of deaf and hearing laymen and professionals could be organized. In the beginning it may be wise to limit the number of people on the committee in order to give the members an opportunity to learn to communicate with each other and to know each other better. Eventually it may be desirable to invite additional representatives from the following groups:

1. Other clubs and organizations for the deaf
2. Administrators and teachers from schools for the deaf
3. Health and welfare agencies
4. Service clubs (Lions, Rotarians, Kiwanis, etc.)
5. Other interested groups (medical associations, unions, parent groups)

In communities where there is no organization or coordination of efforts, special workshops may be initiated to define, clarify and give direction to efforts to obtain better services. Such workshops may be sponsored by the local or state association of the deaf, the local division of vocational rehabilitation, a hearing and speech center, a college or university or any group having the necessary leadership and resources. At these workshops coordination of efforts should be achieved, selection of the appropriate community agency to sponsor services for the deaf narrowed down to two or three agencies and plans for the final selection drafted.

The next logical step will be to as-

certain community interest in the proposed counseling center. Extensive publicizing of the need for special services should enable still other agencies to recognize their possible roles in this expansion of services for the deaf and, hopefully, they will come forward to volunteer their services. With the new reservoir of information and experience the deaf leaders should again turn to the organizations of the deaf to bring the membership up to date and to obtain their reactions.

The two or three selected candidates for sponsorship of the counseling center should have the opportunity to study the guidelines for the proposed program and to make suggestions of their own in line with their established agency procedures. If it is not feasible for an agency to assume sponsorship, the final selection should be postponed until the determination of services to be provided has been made. Later, it would be highly desirable for the planning committee to continue to function in an advisory capacity, but propriety would dictate that the candidate sponsor have a hand in the formation of this advisory group.

In the case of professional workers who desire to extend services to the deaf and who have not had previous contact with the deaf, it is imperative that they first locate deaf leaders in the community. The best sources for this information would be schools and churches for the deaf, the local vocational rehabilitation office and organizations for the deaf. The professional worker may find it necessary to point out to the deaf the various services that are available and how the deaf could avail themselves of these services if optimum conditions were created. If he is successful in generating the interest of the deaf in these services, the procedures described earlier would then be in order. Experience indicates that the deaf with limited education as well as the more erudite deaf can often be effective leaders of the deaf. The professional worker must make every effort to establish effective communication with the deaf of varying backgrounds.

Parents of deaf children who are seeking services for their own children, or other interested hearing laymen, can often become the prime movers behind the establishment of services for the deaf. To initiate proceedings, they should attempt to obtain professional advice and guidance from the local community agencies. The representatives of these agencies usually are very cooperative and most willing to meet with and discuss problems of the deaf and to find ways and means of expanding services to the deaf. The parents' group then should attempt to establish contacts with the deaf community as suggested for professional workers.

Program Rationale

Many community agencies have very limited understanding of the problems of the deaf. Since community awareness and interest is important in obtaining services for the deaf, this section is given

to a discussion of definitions and prevalence of deafness, as well as adjustment problems related to deafness. Groups desiring to initiate services for the deaf may find this section helpful in justifying their request for special services.

The term "the deaf" has a wide range of connotations and this ambiguity has resulted in many misconceptions regarding the education and rehabilitation of the deaf. The deaf are often confused with the hard of hearing and assumptions are made that the deaf can be assisted by the same measures that help the hard of hearing. For this reason, an appropriate definition of deafness should be accepted prior to initiating efforts to establish a counseling center. While other definitions are more appropriate for disciplines such as audiology, otology and speech pathology, the definition proposed in 1938 by the Conference of Executives of American Schools for the Deaf appears to be the most meaningful in terms of education and vocational rehabilitation. According to this definition, the deaf are those in whom the sense of hearing is non-functional for the ordinary purposes of life. The hard of hearing are those in whom the sense of hearing, although defective, is functional with or without a hearing aid. According to Flower (7), among the factors that should be considered in determining the definition of deafness in any individual case are the degree of hearing sensitivity present, the kind of hearing impairment, the time of onset of the impairment, the nature and extent of other organic deficits, the environment in which the individual has lived and his education to date.

It is difficult to estimate accurately the number of deaf individuals residing in a particular community. Various estimates based on the total U.S. population have been given, among them Williams and Chase's estimate that in a representative crowd of 700 Americans only one will be deaf (22). According to this estimate, there would be 2,000 deaf individuals in a city of approximately 1½ million people.

Although the deaf are a heterogeneous group of people having more differences than similarities, deafness does result in certain common problems of adjustment. How a given deaf individual will react to deafness will depend on many variables. Almost invariably the child who is born deaf or who becomes deaf quite early in life will have a difficult task in acquiring language (4). Even for those who become deaf after language has been acquired, there is much difficulty in communicating through speech and speech-reading. There thus exists for the deaf the basic problem of inadequate communication skills, which in turn leads to problems in the following three areas:

1. Educational Retardation

Authorities on the education of the deaf have estimated that the typical deaf child graduates from school with **at best** an eighth grade education (4). Even the seniors at Gallaudet College, the nation's

only college for the deaf, rank near the bottom on the Graduate Record Examinations. This educational retardation often results in submarginal socioeconomic success.

2. Psychological Adjustment

There have been numerous studies of the personal adjustment of the deaf, and, while they have yielded conflicting data, these studies appear to indicate that deaf children as well as deaf adults are less well-adjusted than hearing peers (13). Zeckel (23) opposes the view that deafness is a direct cause of mental pathology, but does believe that in many cases definite illness occurs as a result of the additional handicap of deafness. Rainer and his associates (19) discuss in detail the problems of the deaf in the area of mental health.

Deafness, because it isolates, is one of the greatest handicaps to satisfactory interpersonal relations. It creates a barrier between the deaf and their family, schoolmates, neighbors and fellow-employees and leads them to prefer association with others having the same handicap. The deaf share and grow within their own group but fail to benefit from the experiences and services of society at large (21). Levine (12) has stated that the deaf tend to lag behind the hearing in social maturity and adjustment, and Zeckel (23) attributes this to the inability of the deaf to communicate effectively with others.

3. Vocational Adjustment

Although, "Due to their normal strength, mobility, and intelligence, deaf people can find employment" (21), they often work in jobs below their true potential. Factors contributing to the underemployment of the deaf include limited opportunities for vocational training, undereducation, inadequate counseling and guidance services and a negative public image.

In a 1956-57 national survey of 10,101 deaf adults in the U.S. (14), it was determined that 6.6% of the deaf were in professional and technical occupations, 7.2% were in clerical and sales and 71.1% were in skilled and semi-skilled manual occupations. These figures compare with the U.S. population percentages of 10.6, 20.7 and 33.5, respectively, as of January 1957. Furthermore, "In the total population, 46.8% are in white-collar, 52.3% are in manual jobs. **Among the deaf**, 17.0% are in white-collar, 83.0% are in manual jobs" (14). In the Boatner, et al study of deaf youth in New England (1), 71% of young deaf males and 54% of young deaf females were in semi-skilled and unskilled occupations. In a similar study of young deaf adults in the Southwest (11), 61% of young deaf males were in semi-skilled and unskilled occupations, while 54% of young deaf females were in these occupations.

From the foregoing, it can readily be seen that the occupational status of the deaf differs sharply from that of the general population and this difference is in the direction of underemployment.

Determination of Services to Be Provided

According to Roger Falberg (5), a community agency serving the deaf should exist to insure that every deaf person in the community will have available to him the same quality of services that are available to any other citizen of the community. While this objective should remain as the ideal, it may be necessary for a new counseling center to begin operations with certain basic services and expand services as the need arises. Services that may be provided at the beginning, in order of priority, are:

1. **Counseling Services**—personal adjustment, family, marriage, educational, vocational, parental and financial counseling, both individual and group.

2. **Referral Services**—a cross-referral relationship may be developed with medical, psychiatric, social, religious, educational, legal, welfare and vocational agencies, whereby deaf individuals may receive maximum benefit from the best possible sources.

3. **Interpreter Services**—the counseling center may compile a list of qualified interpreters residing in the community, and a client desiring an interpreter may be assisted through the counseling center.

4. **Public Relations Activities**—dissemination of information on deafness to interested individuals and agencies, through printed literature, individual conferences, and speeches to interested organizations and groups; cooperation with various agencies on matters involving the deaf.

5. **Psychological Evaluation**—intelligence testing, personality evaluation, and vocational aptitude and interest assessment.

In addition to serving the individuals with only the handicap of deafness, the agency should serve the mentally retarded deaf, the mentally ill deaf insofar as possible and other multiply handicapped deaf.

Obtaining Financial Support

The costs involved in establishing and operating a counseling center must be considered throughout the process of planning. It is the responsibility of the planning committee to investigate any and all possible resources for funds that may be used in the planning, establishment and operation of the facility. While there are numerous sources of financial support for health and welfare services, the type of facility—-independent, associated with an existing facility or within a rehabilitation center—and the scope of services to be provided will to a large extent determine the facility's eligibility for certain funds. For this reason, it is highly important that the planning committee draw up a comprehensive and well-detailed statement regarding the type of facility that will contain the counseling center, the services to be provided, anticipated costs for establishment and initial operation for the program and anticipated income from services to be provided (9). Once a well-formulated plan has been completed, the following resources should be contacted:

1. **Community Chest or United Fund**—usually an agency requesting funds from this source must supply part of its financing needs, usually through fees for services, contributions, etc.

2. **Private Funds**—foundation grants, gifts from individuals and groups and service club contributions come in this category.

3. **Government Funds**—(a) Federal funds are available through the Vocational Rehabilitation Administration (Public Law 565), the Hill-Burton Act (Public Law 482), the Public Health Service and the National Institute of Health. These agencies may be contacted through a regional office for consultation and assistance in developing an application for funding. (b) State and local funds may be available through vocational rehabilitation, special education, mental health programs and welfare programs.

Expansion grants are available through the Vocational Rehabilitation Administration for special programs to expand vocational rehabilitation services in order to rehabilitate more physically and mentally disabled people. The Greater Kansas City Hearing and Speech Center established its Community Service Agency for the Deaf through an expansion grant from VRA and any group desiring to set up a counseling center for the deaf should investigate this resource. Public and private nonprofit organizations and agencies may apply for expansion funds, but the application must have the approval of the appropriate state division of vocational rehabilitation. It is highly desirable that the sponsoring agency secure consultation and assistance from the state division of vocational rehabilitation in the development of the proposal and the preparation of the application. After the state division has approved the application, it is forwarded to the Vocational Rehabilitation Administration for final approval and funding. Federal financing cannot exceed 90%, and Federal participation is limited to a maximum of five years. Applications may be filed with the VRA at any time, and application forms and instructions may be obtained from state vocational rehabilitation agencies. State directors of vocational rehabilitation agencies are listed in the Directory of Services for the Deaf in the United States, *American Annals of the Deaf*, January 1966.

During the initial phases of the operation of the counseling center, it is probable that some government financing will be involved. Since these funds are limited to a maximum of five years, it becomes imperative that other sources of financial support be developed to insure continued operation of the program after Federal participation has ceased. Too, Federal funds require some form of matching funds, and therefore local financial support will be required from the beginning.

It should be pointed out that merely telling one of the above groups about the

existence of a particular problem is not enough. Too often, those of us who work with the deaf understand the nature and extent of the problem but fail in our attempts to convince others of this. We cannot merely say that we know of many deaf people who are in need of counseling services. In order to justify any request for financial assistance, we must go prepared to discuss facts. How many deaf people are we referring to? What is the nature and extent of their problems? To what degree are they now being served by existing facilities? Answers to these and countless similar questions should be answered before making a formal request for financial support. To answer these questions will require work—hard work, both on the part of the planning committee and the deaf within the community. This may necessitate a thorough study of existing conditions calling for a survey of all deaf persons within the community. If so, the assistance of one or more deaf groups should be enlisted.

A word of warning might be in order at this point. So as to avoid disappointment and bitterness, the planning committee and the deaf community should accept beforehand the possibility that financial support may not be forthcoming. This does not necessarily mean that others are insensitive to the needs of the deaf. Groups such as the United Fund and VRA must distribute funds on a priority basis, and it is possible that there may be other groups within the community or in other communities with more serious needs. The best way to avoid being turned down is to go to these groups armed with as many facts as possible. The more information a group has about the deaf and their problems, the greater will be its chances of success.

It should also be remembered that although a request may be turned down by one funding agency, there may still be hope for success. Generally when a funding agency refuses a request, they will advise either reapplication the following year or that contact be made with other funding agencies. In this day of grantsmanship, the key to success lies in persistence. If any group can prove a real need and is willing to put forth the necessary effort it can almost be assured of eventual success.

Program Development

Once all planning has been completed and the necessary financial support has been obtained, the sponsoring agency should proceed with the hiring of a competent and well-qualified staff to assume responsibility for the operation and development of the counseling center. Specific qualifications of individual staff members will depend on the nature and scope of the services to be provided through the center, but it is vital that the sponsoring agency select personnel appropriate for the position(s) under consideration. This can be determined by consultation with other professionals in the community who are engaged in counseling, social work, psychology and so

forth, depending on the positions being considered. In addition to appropriate training and experience, staff members should be proficient in the language of signs and be able to establish good rapport with members of the deaf community. This can only be determined by a personal interview, and it is essential that deaf individuals from the community be included in the interviewing committee.

The staff of the counseling center will vary depending on needs but might include a guidance counselor, a clinical or counseling psychologist, a social worker, a special education teacher and secretarial help. Much will depend on the size of the deaf community, the nature and scope of the services to be provided and availability of funds.

The staff of the counseling center will have the task of building up their program in the eyes of both the deaf and the hearing members of the community. This will require quality performance in quantity. In addition to the actual provision of casework services, good working relationships must be developed with other community agencies. New services must be implemented as the need arises. Especially important are the relations established with potential purchasers of services—the division of vocational rehabilitation, residential and day schools and classes for the deaf, medical facilities and individual physicians, audiology clinics and health and welfare agencies.

Public relations activities should be an integral part of program development. In addition to familiarizing the hearing and the deaf with the services provided by the counseling center, the staff should make special efforts to clarify what their program **cannot** do. Frequently special service agencies for the deaf are looked on as a panacea for all the problems of the deaf, and unless the realistic limitations of the counseling center are understood by the deaf community unnecessary disappointment and disillusionment may result.

In program development special consideration should be given to the matter of fees for services to deaf individuals. It is to be expected that deaf people from different socioeconomic levels will make use of the services available through the counseling center, and accordingly some will be in a position to pay for the assistance they receive while others will not. The sliding fee schedule used by many community service agencies appears to be the most reasonable procedure to adopt and may be required if the counseling center receives financial contributions from the United Fund.

Future Growth

As the counseling center develops and becomes an integral part of the deaf and hearing community, needs will often indicate directions for further growth and development. Additional programs that may be considered are:

1. Classes in the language of signs, for individuals desiring or needing to acquire

the ability to communicate with the deaf. Such groups include employers, professionals in the area of deafness and families of deaf people.

2. Adult education classes for the deaf, offered through the adult education department of the public school system or a university and coordinated by the counseling center.

3. Driver training and improvement classes, offered through the counseling center in cooperation with the National Safety Council or the adult education program of the public schools.

4. A program of practicum training and internship experience for graduate students in counseling and guidance, rehabilitation counseling, social work and psychology. A cooperative program between the counseling service and one or more colleges and/or universities would serve a vital function in overcoming the great manpower shortage currently impeding the rehabilitation of the deaf.

5. Workshops in leadership training for deaf adults. This program should aim at familiarizing the deaf with the operation and goals of other community agencies.

6. A public relations program to familiarize hearing persons with the deaf and their organizations.

7. An ongoing research program, where counseling techniques, testing and evaluation procedures and instruments, referral procedures, interpreting services and ancillary services are continuously evaluated and improved, with results disseminated to other professionals involved in the rehabilitation of the deaf.

Alternate Plans

It must be emphasized that the guidelines presented thus far apply primarily

to large metropolitan areas having large concentrations of deaf individuals. However, with adaptations the guidelines presented could be utilized even in communities having a relatively small number of deaf residents. In initiating programs in smaller communities it may be necessary to think in terms of part-time staff members, greater use of existing services through the use of interpreters and other procedures. What may be accomplished in a given community will depend largely on the resourcefulness and leadership of hearing and deaf individuals interested in the welfare of the deaf.

Summary

Research and service to deaf children and young adults have for many years been the prime concerns of education and rehabilitation agencies in the United States. Despite widespread concern for the adult deaf, until recently little has been done to provide special services to this segment of the population. This situation has been perpetuated by a lack of funds necessary to establish and staff community facilities suitable for the deaf, as well as by a lack of coordinated efforts on the part of those groups having special interests in the deaf.

The Vocational Rehabilitation Amendments of 1965 have made possible the establishment of referral, coordinating, evaluative and supportive counseling centers for the deaf in metropolitan areas. Through careful planning and hard work, any community having large concentrations of deaf residents may organize and promote the establishment of a counseling center for the deaf. While it is not to be expected that such centers will be a panacea for the problems of the deaf, they will do much to fill the gap that now

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exists in community services for the deaf. It is the hope of the writers of this article that deaf and hearing leaders will make every effort to see that their community obtains these long overdue services.

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Answers To Parliamentary Procedure

(Questions on Page 14)

A. 1. Not permissible, unless expressly authorized by the bylaws.

A. 2. No. Committee rules are more liberal than assembly rules and formality is not necessary. Thus, a motion may be renewed or brought up again and again by common consent if necessary, regardless of how committees voted on it. Not only this but there is no limit as to the number of times a committee member may speak and a motion to close or limit debate is not permissible. The chairman may participate freely in the discussions and in committee work and does not have to leave the chair to speak.

A. 3. It has four invariable fundamental principles or cornerstones: 1) Justice—equality of membership, free speech and courtesy to all; 2) one thing at a time; 3) the rules of majority; and 4) the rights of the minority.

A. 4. If your bylaws require the election to be by **ballot**, vote by acclamation is **not** in order. The bylaws must therefore say this is permissible **beforehand**, so better insert a clause in the bylaws, e.g., "In case, there is but one candidate for an office, he may be elected by ordering the secretary or any other member to cast the ballot." Voting by acclamation im-

plies a loud enthusiastic shout of approval. In our case, it means a unanimous show of hands. One dissenting vote would defeat the acclamation, after which the election must be by ballot. Also, if there is more than one candidate for any office, the vote must be by ballot. Hence, if authorized by the bylaws, the secretary or any member should then write on a piece of paper the name of the candidate and standing say, "Mr. President" (Mr. Chairman), by order of the assembly "I hereby cast its ballot for Mr. . . . for treasurer" (any office) and hand the paper to the Chair, whose duty it is to announce the result of the vote.

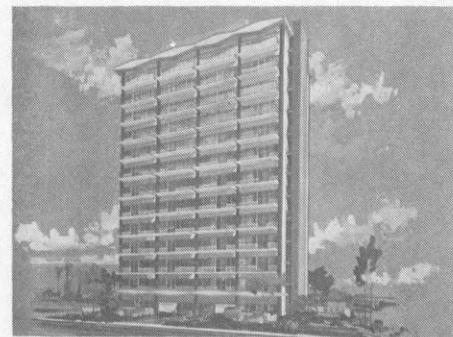
A. 5. No, unless a motion is made to reconsider the vote on the defeated motion. However, the defeated motion may be renewed (brought up again) at any subsequent meeting.

A. 6. No, not until someone moves to accept, or adopt, the report. After it is seconded, it becomes a motion for further consideration until it is disposed of. The report itself cannot be amended or altered in any way. The duty of a special committee expires after the reading of the report which then becomes the possession of the assembly.

A. 7. The one who submitted the motion.

A. 8. No. The Chair **must** at all times

Pilgrim Tower Complex For Senior Deaf Citizens



Architect's sketch of Pilgrim Tower complex.

Among the new trends in dwelling units are the high rise apartments and housing complexes being launched by non-profit organizations. The trend is nationwide and usually embraces the area of senior citizens and retired people affiliated with an organization.

Such a development is the proposed \$1.5 millions high rise Pilgrim Lutheran senior citizens apartment to be started in Los Angeles in 1967. According to architects Flewelling and Moody, the contemporary 13-story apartment tower will accommodate a minimum of 160 persons.

Rev. A. T. Jonas, pastor of the Pilgrim Lutheran Church for the Deaf, the non-profit organization sponsoring the project, said special features will be incorporated into the building to meet the specific needs of deaf people. The building will not be restricted to deaf persons, however, but occupancy will be open to senior deaf citizens of the United States.

The structure, to be located at 12th Street and Vermont Avenue in Los Angeles, is to have 112 units, consisting of 36 efficiency and 76 one bedroom unit apartments. Monthly rentals, including utilities, will begin at about \$75, according to church officials. Start of construction is expected to begin in February with a completion date for early in 1968.

With announcement of plans, numerous requests have been made for space in the building. Ultimate development of an out-patient building for the indigent deaf at the rear of the property is contemplated. Special staff and accommodations are expected to be provided for deaf persons, developers said. Additional information may be obtained by writing: Pilgrim Tower, Pilgrim Senior Citizen Housing Development Corporation, 1235 S. Vermont Avenue, Los Angeles, Calif. 90006.

endeavor to preserve a **neutral** attitude. He was elected to preserve **justice** and **order** and to show partiality would not be in keeping with this spirit.

A. 9. Yes. The president should set a **good** example to the other members by appearing at the platform a few minutes before the meeting is called to order.

A. 10. No. It dies as all unfinished business terminates after adjournment sine die.

Temple Beth Solomon Purchases New Home

Temple Beth Solomon of the Deaf in Los Angeles, Calif., has purchased a home of its own in Arleta, Calif., in the San Fernando Valley. After six years of fund raising an ideal building became available and the congregation was able to work out the financial arrangements that made possible its acquisition of a new home.

Temple Beth Solomon was initiated through the help of Reform Sisterhoods of Los Angeles but the fund raising was achieved mainly through the efforts of the deaf congregants. There were no "angels" and no large grant of funds. Temple Beth Solomon accomplished this on its own.

The persistence of the Jewish deaf in holding one fund raising affair after another can be attested to by the deaf of all faiths in Los Angeles who generously and cooperatively helped make these affairs a success. The success of the temple, therefore, is in no small way due to the friendship of the deaf community at large. In acquiring a temple



View of Temple Beth Solomon buildings. Social Hall in the rear, sanctuary at right with schoolrooms on the second floor. Standing at the lectern on Dedication Day are President Balacaier and the interpreter at the ceremonies, Robert Anderson.



Choir (left) of Temple Beth Solomon at dedication ceremonies June 12, 1966. From left: Maxine Honig, Marion Schlessinger, Helen Sonneson, Vocalist Mary Ann Freiheiter, Howard Novak, Ruth Beesen, Nettie Kishineff, Diane Levin. Elaine Fromberg is the choir leader with her back to audience.



Dedication Ceremonies (right), June 12, 1966. From left: Robert Anderson, interpreter; Student Rabbi David Morgan; Mrs. Rose Snyder, presenting gift of a Torah to President David W. Balacaier; Rabbi Donald Singer; Student Rabbi Bernard P. King. Rabbi Singer was the first rabbi to conduct services for the Jewish deaf in the language of signs. Student Rabbi King was spiritual leader of the congregation for three years. The present student rabbi is Mr. Morgan.

of its own, Beth Solomon has indeed achieved something for the Jewish deaf but it has also achieved something for all deaf people by proving what people can do when they try hard enough.

The new temple is located at 13580 Osborne St., Arleta, Calif. 91331, and consists of two 10-year-old buildings on a large lot. One building contains the sanctuary above which are several classrooms and offices. The social hall and kitchen are in another building. There is a large parking lot and the acreage leaves much room for future expansion.

David Morgan, a student rabbi, serves as spiritual leader. David W. Balacaier is president of Temple Beth Solomon and Mrs. Sherwin Podolsky is its Sisterhood president. The temple publishes the "Congregation News" and anyone wishing information should write to the editor, Mrs. Alvin A. Klugman, 3023 Oakhurst Avenue, Los Angeles, Calif. 90034. Temple services are held the second Friday of every month and additional services will be announced locally.



The late Mrs. Elizabeth T. Gesner, who passed away on Nov. 14, 1964, in whose memory the Religious School of Temple Beth Solomon is named. Though a Presbyterian, she devoted much of her time to helping the congregation. She served as its interpreter and taught its rabbis the language of signs.

NATIONAL ASSOCIATION OF THE DEAF Statement of Receipts and Disbursements October 1966

Receipts	
Contributions	\$ 527.75
Affiliation Fees	30.00
Advancing Memberships	729.00
Dividends and Interest	120.00
Publications	37.75
Services Rendered	201.75
Convention Receipts	4,806.00
Other Income	35.50
Reimbursement	1.70
Total	\$6,489.45
Disbursements	
Officers' Salaries	\$ 200.00
Executive Secretary's Salary	840.00
Clerical Salaries	512.50
Payroll Taxes	112.79
Travel	537.99
Rent	214.00
Postage	24.26
Telephone & Telegraph	37.02
Freight-Express	7.78
Office Supplies	408.31
Office Equipment	10.00
Executive Secretary's Expenses	118.90
Cultural Committee Expenses	8.00
Deaf American Support	241.60
Convention Expenses	227.50
Captioned Films	9.50
Electricity	1.55
Insurance	50.00
Others	126.25
Total	\$3,687.95

Kansas City Community Agency Begins Operations

By FRED R. MURPHY

An entirely new concept of the deaf in action at the community level is meeting with unprecedented success in Kansas City, Missouri, and its surrounding area. A full-time Community Service Agency for the Deaf, staffed with a topnotch social worker assisted by a secretary-interpreter, has been set up to operate out of a fully equipped central office. The entire venture is financed by a three-year grant of \$100,000 through the Vocational Rehabilitation Administration plus United Funds in the amount of \$3,700 for the first year's operation.

What makes this outstanding is the fact that the entire venture was planned by deaf persons representing practically every organization of, for and by the deaf in the metropolitan Kansas City area—and certain hearing individuals and organizations interested in the welfare of the deaf. Another significant feature of this project is that it brought together two organizations which heretofore had pursued their divergent ways and methods of serving the deaf and hearing impaired—and united them in the bonds of common understanding.

The entire project was conceived and set up by Larry J. Stewart, formerly connected with the Missouri State Vocational Rehabilitation staff as a special counselor for the deaf in the western half of the state. Mr. Stewart is now situated in Tucson, Arizona, where he is continuing his studies toward his Ph.D. degree. In February 1965, Mr. Stewart conceived the idea of setting up an organization along the lines of an advisory council for the deaf people of the Kansas City area. A meeting of interested individuals was held and from then on interest in the idea grew by leaps and bounds.

Among those present at this first meeting were representatives from the Greater Kansas City Hearing and Speech Center. Throughout the early formative days of this new organization the Hearing and Speech Center played a very helpful part, guiding the new group with its wisdom and experience, all this culminating in the two groups joining hands. The newly formed Advisory Council became an affiliate of the Hearing and Speech Center.

One of the aims of the new organization was to secure the services of a full-time counselor for the deaf of the Kansas City area. Although most of the early meetings were devoted to organizational work, this goal remained the No. 1 project. The Hearing and Speech Center included a request for funds to set up this program in its budget which was submitted to the United Funds.

Finally, on September 20, 1965, the new organization was ready to adopt a constitution and set of bylaws and elect a board of directors. This was done and the board, in turn, elected a set of officers

who also served as officers of the Advisory Council.

Nine members comprised the first board of directors and they immediately attacked the program that they had set up for themselves. At the very onset the group was confronted with disappointment—the United Funds allocation was far short of what had been asked. Undaunted, the board of directors decided to raise the difference—and this was a task that few felt was possible.

As months dragged on it began to appear that the efforts of the group were doomed to failure. Notwithstanding this individual members of the board of directors undertook various projects, among them the establishment of a class in the language of signs, improved (visual) weather bulletin warnings, establishment of a driver improvement program in connection with the Greater Kansas City Safety Council, and a census of every deaf resident of the Greater Kansas City area. All the time the No. 1 project remained uppermost in the minds of each member of the board of directors, but nowhere could anyone find a way to bring this to a fulfillment.

Additional members of the board of directors were recruited from among influential hearing friends of the deaf. Their interest and enthusiasm closely paralleled that of the deaf board members, for they continued to attend each board meeting with the same faithfulness of the others.

Finally one of the members of the board hit on the idea of investigating possible government assistance. A letter was dispatched to Dr. Boyce R. Williams, of the Vocational Rehabilitation Administration in Washington, D. C., and Dr. Williams' reply was speedily forthcoming. He suggested that the availability of so-called Federal Expansion Grants be investigated.

A conference with Joy O. Talley, director of the Missouri State Vocational Rehabilitation Bureau, was quickly arranged. This conference was attended by J. Dennis Ortiz, executive director of the Greater Kansas City Hearing and Speech Center, and Lyle Mortensen, a member of the Advisory Council. Mr. Talley was enthusiastic about the idea and suggested that our representatives return home and immediately put the project down in writing and submit it to him for his approval.

A special meeting was called for June 2, 1965, for the purpose of drawing up plans for the establishment of a counseling center. In a short time the completed plans and budget were forwarded to Mr. Talley who immediately approved them. They were then sent to Gerald Green, regional representative for the VRA in Kansas City, who likewise approved them with a few minor changes and forwarded them to Washington. On June 22 official

notification of the approval of the grant application was received.

Office space for the new counseling center which will be known as the Community Service Agency for the Deaf was secured in the Kansas City General Hospital and Medical Center complex. Three rooms, a reception room, consultation room and an office for the director-counselor were remodeled and redecorated. New office equipment was ordered and installed on arrival.

Roger M. Falberg, a well-known social worker for the deaf, was employed as director-counselor of the new service. Mr. Falberg became nationally known for his success in working with the Wichita (Kansas) Social Services for the Deaf, and at the time of being employed by the Kansas City social agency was with the Morgan Memorial Center Rehabilitation Project in Boston, Mass.

The area served by this new community service agency embraces the Greater Kansas City area comprising three counties in Missouri, Clay, Platte and Jackson Counties, and two in Kansas, Wyandotte and Johnson Counties.

The rehabilitation project as outlined in its application for a Federal grant embraces:

1. Serving as a referral source for the Kansas and Missouri Vocational Rehabilitation Agencies as well as other health, education and welfare agencies.
2. Cooperation with Vocational Rehabilitation in upgrading employment opportunities for the deaf.
3. Providing psychological assessment of deaf clients of Vocational Rehabilitation.
4. Conducting a survey and census of the deaf residing in Greater Kansas City in order to locate those in need of rehabilitation assistance as well as to determine the characteristics of the deaf population.
5. Providing personal, social, parental and family counseling services for the deaf.
6. Providing interpreting services to deaf individuals in need of these services.
7. Promotion of better understanding of the deaf on the part of the general public through public relations activities.

In addition to the foregoing, the project has as its objectives the development of an adult education program for the deaf through the public school system; the development of an automobile safety program for the deaf in cooperation with the Kansas City Safety Council; the development of a cooperative referral system between the rehabilitation project and other community agencies; and the provision of consultative services to individuals and organizations desiring information on the deaf.

At the present time the automobile safety program is in operation with

classes meeting every Tuesday night. This program is the first known instance of a driver improvement program that has been sanctioned by the National Safety Council. The program was instigated by Judge Sherman G. Finesilver of the Denver District Court, and is attracting wide attention in this area. Classes are limited to 35 and already enrollees for the fourth class are being signed up.

It is planned to start the adult education program in February at the Kansas State School for the Deaf in Olathe. Another project slated to commence in February is instruction in the language of signs geared to produce qualified interpreters for the deaf.

As a result of action taken by the Advisory Council the local television stations have augmented their "Special Bulletins" with visual bulletins which help the deaf understand what is going on. This is especially valuable as the region served by the Council is in the "tornado belt" and through these visual warnings the deaf are enabled to enjoy the same protection afforded by audio announcements.

This new program has won the widespread acceptance of the deaf population of the area it serves. This is evidenced by a capacity turnout at the recent semi-annual meeting of the Council in which standing room was at a premium. Acceptance is also shown in the willingness of the deaf to become members of the Advisory Council—their membership dues being practically the only source of revenue available to the Council.

The most significant fact about the Advisory Council is twofold. First, deaf people who formerly bestowed their support on their favorite club or organization have now banded together in a common cause. Second, the deaf who depend on the language of signs and manual alphabet for communication are now working side by side with the advocates of the oral method. All of this is good for everybody concerned.

At the semiannual meeting of the Greater Kansas City Advisory Council for the Deaf on November 15, 1966, the following board of directors was selected to guide the destinies of the Advisory Council for the coming year: Fred R. Murphy, Clyde P. McPherson, Charles R. Green, Howard R. Busby, Uel K. Hurd, Leslie C. Hall, William Nedrow, Viola Templeton, Lyle Mortensen, William N. Marshall, James C. Morris, Jim Pon-

der, J. Dennis Ortiz, Dr. Stanley D. Roth and John Haley. The last six named are hearing individuals who are interested in the work of the Advisory Council. At a subsequent meeting officers to serve both the board of directors and the Advisory Council were elected as follows:

Fred R. Murphy, president; Lyle Mortensen, vice president; Mrs. Viola Templeton, recording secretary; Jim Ponder, corresponding secretary; Pat McPherson, treasurer.

At the end of the project period it is anticipated that the program for the deaf

will be continued through the support of the Heart of America United Campaign Fund. This organization has demonstrated considerable interest in this project with the deaf, and has allocated the funds available to the Hearing and Speech Center in partial support of the project. Once the project has been able to demonstrate its usefulness in the rehabilitation of the deaf, the United Campaign may find its continued support feasible. Already in the short time it has been in existence the project has been kept busy serving clients with no letup in sight.

Oregon Project "Tests" the Tests

A research project with important implications for the deaf and the hard of hearing is now under way in Oregon. The project seeks to develop "adequate assessment and predictive instruments for the use of counselors of the deaf in employment counseling and vocational training settings."

For many years, there has been agreement among educators and counselors that standard intelligence and aptitude tests are frequently misleading when used with deaf clients. The Oregon project, under the direction of T. J. Holt, will attempt to determine the validity of standard tests when used with people with hearing handicaps and develop new tests and modify existing procedures where indicated.

To assure validity of results, strong controls are placed on all phases of administration. For instance, it has been determined that standard instructions for administering certain tests often have a different meaning to deaf people than to the hearing. The project carefully interprets the meaning of the instructions rather than using a literal interpretation. In another test—for speech intelligibility—there are built-in controls to avoid contamination of the results that may occur as a result of an increasing familiarity with the speech of deaf people which might result from experience in scoring the speech of a large number of subjects.

An important consideration is to involve as large a number of deaf people as possible. Extensive newspaper, radio and television coverage has been obtained to publicize the project. Approximately 80 radio stations in Oregon and southwestern Washington have aired spot programs. The Pepsi-Cola Company donated the commercial portion of their time over

a period of weeks. One program was televised over the facilities of KGW-TV, Portland, the most powerful station in the Northwest, in which Olaf L. Tollefson, a deaf teacher, and Marvin B. Clatterbuck, superintendent of the Oregon School for the Deaf, and two project staff members participated. The program was well received by both hearing and deaf persons and the response was gratifying. All area schools, churches, clubs, associations and other organizations of and for the deaf have been contacted and are furnishing the names of many deaf persons. To date over 750 persons, most in the designated age bracket and classifications, have been located, with a total sample of 800 to 900 hoped for.

Anyone knowing a deaf person in this geographical area who has not been contacted, is urged to send his name and address to T. J. Holt, Administrator, Oregon Vocational Research Project for the Deaf, Oregon State School for the Deaf, 999 Locust St., N.E., Salem, Ore. 97310.

It is hoped that the project will be able to develop a battery of tests that will accurately assess the abilities and potentials of deaf people. Such tests will enable counselors to provide more realistic guidance and placement, and, conceivably, alleviate the critical problem of underemployment.

Lamb Named Superintendent Of Indiana School for the Deaf

Alfred J. Lamb is the new superintendent of the Indiana School for the Deaf. He succeeds William J. McClure who resigned to become president of the Florida School for the Deaf and the Blind, effective Feb. 1, 1967. Mr. Lamb had been principal and assistant superintendent of the Indiana School since 1953.

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The Maryland School For The Deaf

By KENNETH R. LANE

History

The Maryland School for the Deaf was established by an act of the General Assembly of Maryland in January 1867, setting apart the "State Grounds at Frederick together with the buildings thereon" for the use of the institution, and gave it an endowment of \$5,000. Also appropriated was \$25,000 for furnishings and building purposes.

The property donated had belonged to Maryland from colonial times. The enclosure contained 10 acres. The funds appropriated were applied to the restoration of the three old buildings on the property, two of which were stone barracks erected for the use of soldiers when Frederick was on the frontier. While the exact date of their erection is not known, the approximate date was 1750. Here General Braddock and Major George Washington made a lengthy stay while preparing for the ill fated expedition against Fort Duquesne, and here subsequently during the Revolutionary War, Hessian prisoners were confined, and where a government hospital was maintained during the Civil War.

The Maryland School was formally opened in the old barracks buildings September 2, 1868, with 34 pupils admitted, the number increasing to 59 during the year.

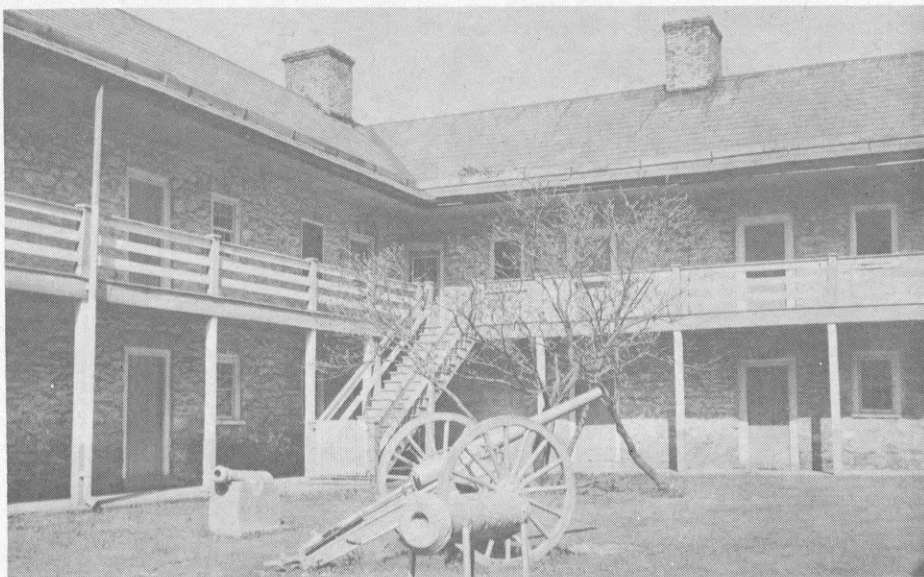
As the enrollment increased the need for more commodious and better planned buildings for a school was keenly felt, and in January 1870 an appropriation of \$100,000 was made by the state legislature for this purpose. The center section and the south wing were occupied in January 1873. An additional appropriation of \$125,000 was made completing the Main Building in 1875.

The first Maryland deaf child to attend a school for the deaf was sent as a tuition pupil to the American School in Hartford, Connecticut, in 1817, the year the American School opened. From 1823 to 1865 deaf children of Maryland attended the Pennsylvania School in Philadelphia, and from 1865 to the opening of the Maryland School in 1868, they attended the Columbia Institution, (Kendall School) Washington, D.C.

The enrollment of the school has risen from 59 pupils in 1868 to 300-plus in 1966, the enrollment doubling during the past 10 years. The campus has expanded from 10 acres to 39 acres within the city limits of Frederick, and from the stone barracks for pupils and faculty in 1868, to the present modern plant, the final phase of which will be completed in 1970.

Administration

During the 98 years of its existence, the Maryland School for the Deaf has had six superintendents. Wm. D. Cooke



The old Barracks on the Maryland School campus, now a museum, is one of three state landmarks to be preserved.

served from 1868-70; Charles W. Ely, 1870-1912; Charles R. Ely, 1912-13; T. C. Forrester, 1913-18; Ignatius Bjorlee, 1918-55; and Lloyd A. Ambrosen, who assumed the superintendency in 1955.

Mr. Ambrosen, a native of Minnesota, received his master's degree from Gallaudet College, Washington, D.C., in preparation to teach the deaf. He returned to his home state as teacher and coach at the Minnesota School for the Deaf. He was principal of the West Virginia School for the Deaf, an officer in the U. S. Navy for three years during World War II and Chief of Special Rehabilitation Procedures, Veterans Administration, supervising a five-state area in rehabilitation of seriously disabled veterans, which included the deaf and the hard of hearing, from 1946-48. Mr. Ambrosen returned to the Minnesota School as its principal for five years and was principal of the Florida School for the Deaf prior to coming to Maryland.

He has served on various committees of the Conference of Executives of American Schools for the Deaf and the Convention of American Instructors of the Deaf and as vice president of the Convention was co-chairman of the Program Committee of the International Congress on the Education of the Deaf held at Gallaudet College in 1963. Mr. Ambrosen served as president of the Convention of American Instructors of the Deaf from 1963 to 1965.

Program

Although most children are seen in hearing and speech clinics before admission to the Maryland School, each child applying for admission is screened by diagnostic evaluation procedures. This

includes a case history, assessment of the level of language development, mental level and degree of hearing impairment. It also provides an opportunity to assess to what extent a candidate may appear to have additional handicaps which may affect school progress. The evaluation center is located in the primary building and includes two IAC chambers, with a Beltone 15C clinical audiometer and psychological testing rooms with one-way vision windows. Psychological and audiological services are also available to the school population.

Children with hearing impairments severe enough to require special education facilities are enrolled at age five. The primary emphasis in the first six years in school is to establish receptive and expressive communication skills. This includes skills in speech, speechreading, reading and writing. All sensory modalities are utilized with emphasis on making optimum use of the unique learning pattern of each child. Every effort is made to utilize residual hearing with both individual and group amplification. All primary classrooms are equipped with high fidelity amplification with many on the loop system to allow maximum mobility.

Operating with a basic rationale that immediate reinforcement for good behavior academically motivates better achievement, the academic program allows teachers to specialize and to upgrade subject content. As a result of a change to full rotating classes in the intermediate and advanced departments, modern math, biology, geometry, consumer education, orientation for seniors, library research and a full saturation program for reading and literature are a part of the academic



Left: Lloyd A. Ambrosen, Maryland School superintendent, seated in his office. Son of deaf parents, Mr. Ambrosen is a popular member of the Convention of American Instructors of the Deaf quartet of "Hello Dolly" fame. Right: Miss Margaret S. Kenf, MSD principal, DSHA abstractor and advisor to Project LIFE, is noted for her contributions to the education of the deaf. This year marks her 40th at Frederick.

program. Since 1955, achievement has grown throughout the program. In the past four years, honor roll standards have been revised twice as students have out-grown former standards. MSD now offers a program for those students preparing for college and maintains a required standard which must be met for college entrance.

On the intermediate and advanced levels, a multisensory communication approach is followed. Intermediates are introduced to a "how-to-study" hour under teacher supervision. In the two new dormitories for intermediate and advanced children, planning has arranged for corner desks and individual study. Students on an achievement level above the third grade in reading follow an honor study hall arrangement for an hour and a half, or longer if needed. Those students needing help with studies have library study arrangements with a teacher on hand for aid.

A complete honors program for all areas of academics takes place at year's end. Outstanding achievers and notable growth in each class are recognized. Quarterly, honor rolls in citizenship, vocational subjects, academics and in library reading offer reward for fine achievement. Students making all four honor rolls for the year receive a medal for excellence.

Vocational offerings for girls consist of home economics, sewing, typing, key-punch and child care. Plans for a complete business education course were implemented last fall. Boys follow the trades of printing, cabinetmaking, general sloyd and industrial arts which includes leather work, ceramics, metal work, welding, plastics and some tile and gravel art mosaics.

The recent addition of an Elektron II typesetter enhances training in printing. Original Heidelberg presses offer boys modern, up-to-date machinery upon which to learn. Expansion of the vocational program is being planned for the new buildings scheduled to be built in the near future.

Testing

In addition to diagnostic screening and follow-up tests in the primary department, students are tested twice yearly in reading and achievement using the Gates and Iowa Tests and the Revised Stanford. For classes needing extra analysis, the California batteries are also utilized. Iowa and Gates Tests are given in October and April; Stanford in September and May. California tests are administered to select groups in January. Intensive analysis of achievement helps to group homogeneously and to guide individual progress realistically. Analysis is done on total departmental scores, subject averages by department, sex and year-to-year growth. These studies help to upgrade the subject areas in the curriculum and to enhance instruction of those needs most apparent. For example, one study showed that girls score higher in the advanced department than the boys. Efforts were then exerted to gear instruc-

tion for a fuller motivation of the masculine element. These analysis studies have been a great aid to administration and teachers in promoting achievement growth and for future planning. They give a picture of MSD's population in the academic area. Graphs devised from these studies on an individual student basis also aid in presenting a picture of achievement growth of each student to parents.

Testing and counseling for juniors and seniors is done by the vocational rehabilitation officer for the deaf who fortunately has an office in Frederick. Aptitude tests and other tests of ability and I.Q. are administered in preparation for job placement and on-the-job-training. Contact with Mr. William C. Hill, rehabilitation officer, and the parents of juniors and seniors is maintained throughout the final two years of school.

Seniors are also given varied terminal tests to enable the school to make comprehensive reports on each. Tests of communication, aided and unaided auditorially, oral, manual and simultaneous communication tests are administered.

Yearly, students are screened in the physical education department with such tests as the rails and the telebinocular. Vision and balance test results are found to be invaluable knowledge for teachers working with deaf pupils. Coupled with screening analysis on etiology and onset, a fuller understanding of the needs of a handicap are forthcoming.

Athletics

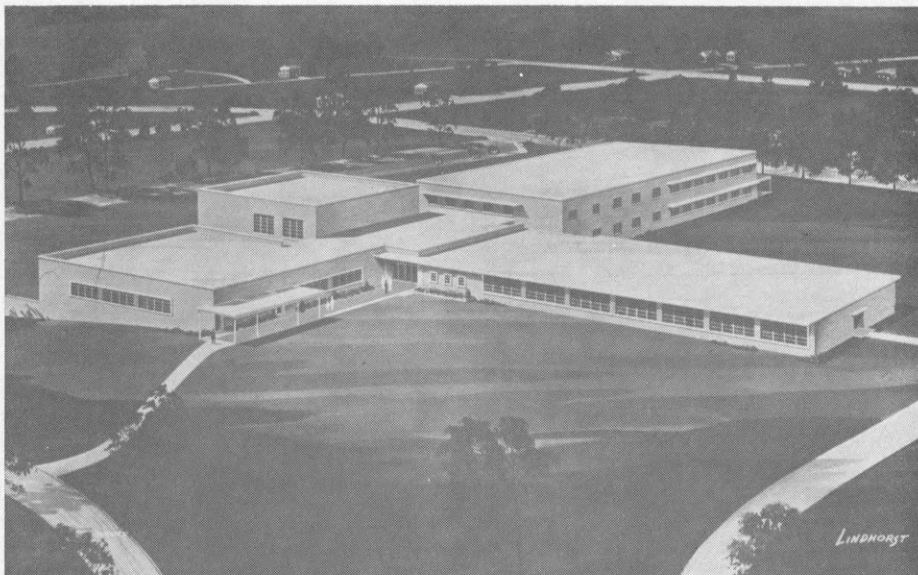
Athletics at the Maryland School consist of soccer, basketball and track on a varsity competition basis. Like many schools for the deaf who boasted all-around prowess among area schools in bygone days, today's schedules for athletic competition are increasingly difficult to fill. Area school populations far surpass that of the school for the deaf. In the fall of 1965, MSD was admitted to the Class C State Athletic Association. Track offers MSD athletes the best indi-



Miss Hazel McCanner, administrative assistant, has been a vital cog in the Maryland School administration for 45 years.



One of the new dormitories. This one houses 84 girls and contains the school infirmary on the first floor.



The Primary Building at MSD houses the evaluation center in addition to primary classrooms and dormitories, food and dining facilities.

vidual basis for competition and success in sports. In the Eastern States Athletic Association, however, MSD has copped Division II basketball championships twice in the last four years and has been runnerup once. Owing to the expanding population of the school, the Maryland School is now permanently in Division I.

In addition to varsity sports, a very full activity program is maintained for all pupils on campus. Physical education and intramurals supplement this activity program. An intensive emphasis on a newly installed physical fitness program following guidelines established by the President's Council on Youth fitness is also pursued.

Clubs and organizations on campus include the Student Council, girls' and boys' dormitory councils, Boy Scouts, Girl Scouts, Brownies, Explorer Scouts, New Era Club for Girls, Athletic Association, Ely Literary Society and a Pep Squad with cheerleaders.

One could not, in all fairness, mention athletics at MSD without citing credit for

development of the program. Among fine athletes produced at the Maryland School and who championed the cause of athletics, can be mentioned Harry G. Benson, for whom the gymnasium is named, and Harry T. Creager, for whom the new athletic field is named. Benson and Creager made up the famous battery for the school's fine baseball team for many years, playing on a local team during summer vacation. Benson coached athletics at the school for many years, while Creager starred in semipro baseball in the old Tri-State League and was named one of Frederick County's finest athletes.

The most outstanding all-around athlete ever turned out at the Maryland School is without a doubt Noah Downes. A born athlete, he excelled in football, baseball and basketball, both at the Maryland School and at Gallaudet College, winning many honors and later starred as a pro in all three sports. He is in the American Athletic Association of the Deaf's Hall of Fame, as are Benson and Harry Baynes.

Noah's younger brother, Leonard, was also a star basketball and baseball player at the Maryland School, and as a pitcher for the professional Frederick Hustlers in 1938 won 8 games and lost 0 with a batting average of .436.

Harry Baynes, James Behrens and many others are among former MSD stars, Baynes going on to Gallaudet College and greater honors, while Jim Behrens became a pro basketball and baseball star after leaving school, returning to his alma mater in 1944 as director of boys and athletic coach.

Capital Improvements and Growth

In 1955, enrollment at the Maryland School numbered 128. Ten years later 294 pupils were on campus. Rate of growth has been between 16 and 17 students per year. On this basis, an enrollment of 520 can be anticipated by 1980. To provide facilities to take care of this expansion, the school's 1957 Board of Visitors appointed a 10-year Capital Improvements Committee. This committee consisted of members of the board, representatives of various governmental agencies, educators of the deaf, observers from the State Planning Department, Department of Public Improvement and the Department of Budget and Procurement. A three-phase building program was outlined in 1957.

As a result of the study of this group, the following appropriations and buildings have developed:

1. A primary building housing 100 pupils and 10 classrooms, multi-purpose room, central food preparation, and dining facilities for 270 children. This was completed in 1961.
2. A dormitory for 84 girls and an infirmary for the entire school. This was completed in 1964.
3. A dormitory for 100 boys. This was also completed in 1964.
4. The purchase of 25 acres of land.



Kenneth R. Lane, vice principal of MSD and author of this article, is a deaf graduate of Gallaudet College and Louisiana State University.

This makes a total campus of 39 acres.

5. Appropriations in 1964 and 1965 of funds for the following projects to begin in the near future:

- a. Administration building.
- b. A dormitory for 100 pupils.
- c. Razing of the Main Building.

At its meeting in May 1965, the Board of Visitors recommended a committee with consultants to recommend future construction to meet the rapid growth. At the meeting of this committee, plot plans were shown and anticipated needs discussed. Recommendations for future growth purpose: (1) A new academic building with 45 classrooms, an auditorium with seating for 500, two administrative offices, a visual aid department, workroom and lounge, storage and materials center, lecture and demonstration room, closed circuit TV accessories, science and biology department, hearing aid service and repair room, counseling and pupil evaluation center; (2) a new vocational building to provide instruction for foods and clothing, business machine operation, art, auto driver training, visual

aids and lecture rooms, office machines used in printing and offset, photography, laboratory training for raising animals used in research and for training of laboratory technician skills. In addition, room is to be included for woodworking, graphic arts, industrial arts, machine shop work, mechanical drawing and drafting, upholstering, cleaning and pressing, multipurpose room for assembly work, projects room, spray paint room and storage rooms; and (3) a new gymnasium with mechanically operated divider door, physical therapy rooms, locker rooms, offices, equipment storage, folding bleachers for 800 and a swimming pool.

Last spring \$15,000 was appropriated for preliminary sketches for these buildings. It is good to note that this construction and planning for further building is going as scheduled. Sandwiched in and now completed are garage and maintenance buildings and equipment for them and a resilient asphalt quarter mile track.

The Maryland School looks forward to being able to provide for the increasing number of deaf children and their needs in the State of Maryland.

Letters to the Editor

Dear Editor:

Did you print Dr. H. Latham Breunig's paper, "Greater Expectations for the Deaf," in the October issue with a straight face? You know the Russians have taken to reprinting articles appearing in the Communist Chinese press without comment, allowing their own words to show how ridiculous the Chinese propaganda can be.

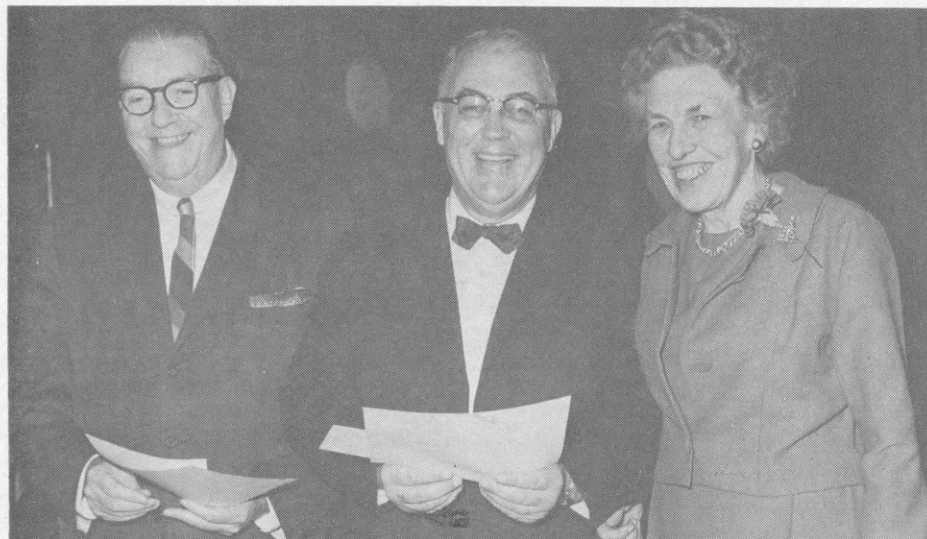
Dr. Breunig admits to being a statistician. Then he has no business playing fast and loose with figures. You yourself, by means of figures, have shown how far off base he is in stating that the Convention of American Instructors of the Deaf is manually oriented. Further, he states that in the "20 years I have been on the Board of Trustees of the Clarke School the school has 'given up' on teaching not more than four children by the oral method alone." I think the poor statistician has been badly misled by the person who furnished him that number. Either that or the sizeable number of pupils at the American School who transferred from the Clarke School must have done so of their own free will. It is quite true that some of these transfers have been slow learners, but not infrequently the American School gets a child who is by no means slow. He is just an independent soul who rebelled at the suppressions and repressions that are part and parcel of the oral method. If the combined method American School were not there to backstop the Clarke School, that oral school would have an awful lot of failures on its conscience.

While I was teaching at the Fanwood School one of the teachers, a recent transfer from the Clarke School, started rhapsodizing that school's students to me. I brought her up short by saying, "Come now, you can't tell me that. I'm from Hartford." She never spoke to me about the Clarke School again. In fact, after that she hardly ever spoke to me at all.

Dr. Breunig says that children in a non-oral school are "exposed" to signs by deaf teachers. He makes it sound like exposure to bubonic plague. It was my good fortune to have been exposed to one such teacher. He was one of the best teachers I ever had. In addition, he had those qualities which I have been trying to emulate all my life. Hundreds of others, like I am, are richer for having had this gentleman as a teacher and an example. That was an experience denied Dr. Breunig and I do not think he is the better for it.

Dr. Breunig castigates the "backsliders," those who are orally trained but who took to the language of signs in their later years. It is all in your point of view. To him they are backsliders. To me they are people whose thoughts and actions were controlled in their earlier years but, once free to make a choice, did what seemed to them to be the most

Dr. Boyce R. Williams Receives Superior Performance Award



Dr. Boyce R. Williams, (center), consultant for the Deaf and Hard of Hearing, Vocational Rehabilitation Administration, U. S. Department of Health, Education, and Welfare, is congratulated by Miss Mary E. Switzer (right), commissioner of Vocational Rehabilitation, and Joseph Hunt (left), associate commissioner of Vocational Rehabilitation Administration, upon receiving the Department's Superior Work Performance award for 1966. Dr. Williams was cited for "especially meritorious service and outstanding leadership in developing and maintaining vocational rehabilitation programs that have helped to reduce sharply the handicapping aspects of deafness."

Dr. Boyce R. Williams, consultant for the Deaf and the Hard of Hearing in the Vocational Rehabilitation Administration, received a Superior Work Performance Award from the Department of Health, Education, and Welfare at the annual awards ceremony on Dec. 9, 1966.

Dr. Williams was cited for "especially meritorious service and outstanding leadership in developing and maintaining vocational rehabilitation programs that have helped to reduce sharply the handicapping aspects of deafness."

The National Association of the Deaf expressed its deep appreciation of the Federal agency's concern for their wel-

fare when, last July, it bestowed on Dr. Williams its highest honor—the Distinguished Service Award. This recognition followed by only three years his receipt of the Award of Merit from the Conference of Executives of American Schools for the Deaf at the International Congress on Education of the Deaf.

Dr. Williams has been a consultant to Miss Mary E. Switzer, commissioner of Vocational Rehabilitation, in her work as a member of the National Advisory Council on Education of the Deaf and the Advisory Board of the National Technical Institute for the Deaf.

sensible thing to do. He belittles what the Birch-Stuckless study "seems to say," and has no faith in reports on the study of the Rochester Method. He is absolutely right when he says that some people believe only what they want to believe. I wonder how Dr. Breunig finds it in that tight little world where he can shut out all alien and unwelcome thoughts.

It is my good fortune to have read Mr. Robert M. Benson's paper with which Dr. Breunig takes issue. Dr. Breunig might have a little more respect for a man who, teaching in an oral atmosphere, came to the point where he had to search his soul for the truth. Mr. Benson is by no means the only one, nor will he be the last.

I would like to borrow some of Dr. Breunig's own words and ask that God give him the courage and grace to let in some light and tolerance.

Max Friedman

Junior Deaf American Begins Publication

The **Junior Deaf American**, official organ of the Junior National Association of the Deaf, recently published its first edition. The Georgia and Gallaudet Prep chapters jointly edited and printed 1000 copies containing eight pages of news and pictures.

Each subsequent issue of the **Junior Deaf American** will be the work of other schools on a rotating basis. Copies may be found in the libraries of participating schools, and it should be noted that each issue is largely the result of the students' work.

Guest editor of the first edition was Dr. Leonard M. Elstad who wrote of the effectiveness of Junior NAD membership. Also featured is announcement of an essay contest and official Junior NAD awards.

Among students who contributed to the November edition were Mark McCrory, Walt Camenisch, Fanny Yeh, John Yeh, Bob Whitt, Kathleen Russell, Bonita Carter, and Michael Cooke, just eight of almost 200 members in the Gallaudet Prep chapter. Mr. Gary Olsen and Mr. Wayne Frick are serving as joint sponsors.

At the Georgia School for the Deaf, chapter members worked on layout and the technical problems involved in editing a first edition. Their sponsors are Mr. Alvin Steele, Jr., and Mr. Walter Brown, Jr. Providing the know-how for printing was Mr. Woodie Crider.

A Brief History Of The Akron Club Of The Deaf

By LILLY ANDREWJESKI, Historian

(Editor's note: On May 14-15, 1965, the Akron Club of the Deaf dedicated its new clubhouse at 1467 E. Market Street, Akron, Ohio 44305. The following history of the club is from the official program of the Grand Opening Festival. We hope, in the not too distant future, to persuade one of the oldtimers to contribute a feature about the club's World War II activities and to assemble a collection of pictures to accompany the story.)

Looking back over the years, it can be understood why the deaf of Akron persisted in their dream of owning their own recreational establishment. The deaf worker was an unknown quantity in a big industrial plant. The entry of the United States into World War I was the beginning of industry's acceptance of the capabilities of the deaf. It is generally recognized that the Goodyear and Firestone Rubber Companies of Akron were pioneers in this field and in appreciating the fact that certain manual skills were not dependent upon hearing.

Always a problem anywhere with the influx of new workers, housing was no exception for the deaf in Akron. In time, many bought homes, but it was soon discovered there were no recreational and social facilities for them as a group. In the word of one writer: "The Club of the Deaf was the sidewalks of the town. Goodyear owned a frame house on East Market Street—now part of the present site of Goodyear Hall which they turned over to the Goodyear deaf workers; Firestone allowed the use of one floor of the Firestone Club as a place for the Firestone deaf. But these were merely privileges extended by the rubber companies and subject to supervision by them."

The end of the war and the depression of 1921 meant the loss of jobs and a swift decrease in the deaf population. In 1916, Mrs. Mina Burt, daughter of deaf parents, organized a non-denominational Sun-

day school class in the basement of the East Market Church of Christ. Group meetings were then held in the Church social room, Goodyear and Firestone Club Houses. Division No. 55 of the National Fraternal Society of the Deaf was the only established organization with a rented hall.

"In 1936, in an effort to woo the deaf vote, a local political party allowed them to use the party club rooms." Later, as a non-political group, they held meetings in a rented hall—and still do. Then a deaf bowling club was formed, drawing into membership a large segment of recreational minded deaf. Such were the sum and substance of the social activities from 1916 up to World War II.

Then came 1941 and Pearl Harbor! As has been said: "The Japs set the stage for the renaissance of Akron as the Crossroads of the Deaf." Again, hundreds of a new generation of deaf from almost every state in the Union invaded Akron as war workers.

The Ohio State Deaf Bowling Association held its March 1943 tournament in Akron. This was the straw in the wind pointing to a desperate need for an autonomous group in its own headquarters. Ivan Curtis called for a meeting of ALL organizations and friends to discuss the feasibility of a single club for all. "He stressed the need for a club in a central location of the city to be open every day. He painted a picture of the deaf standing on street corners, nuisance to the 'passing parade.' In the cafes, restaurants and pool rooms, those who did not want to patronize the place were often asked to leave to make room for customers. This, he declared was, not building up the respect the deaf should strive for."

This mass meeting held at the unfinished new auditorium of a downtown department store was so large that many had to stand. There were not enough

chairs. Makeshifts of piles of brick, and blocks of wood with planks laid across served as extra seating arrangements. So enthusiastic was the assemblage that no thought was given to officers and the recording of minutes. However, Chairman Curtis with the consent of those present proceeded to the business of choosing committees to do the things necessary for a formal organizational meeting. Things such as finding a central location, drawing up bylaws, listing equipment needs and incorporation procedures. One final quote from the first grand opening program: "When one considers that these boys and girls were starting from scratch with only the promise of money from prospective members, one can begin to appreciate the job they did." Also, one can appreciate the indomitable will, the courage and the dream of Ivan Curtis!

The second, third and fourth floors of a building at 21 South Main Street were leased for one year. Dirty and damaged halls were scrubbed, repaired and painted, furnishings donated and bought and then the club was open for business.

The first meeting was held May 18, 1943. Officers were elected, a program of financing adopted. Requirement for membership: a loan or donation of \$5.00—or more; Initiation fee: \$1.00. Dues: \$10.00 a year. The loans were to be repaid, if possible, within three years. But the club prospered and in November, 1943, the requirement of a \$5.00 loan from new members was dropped; the initiation fee was raised to \$2.00; in late 1944, the loans were being paid off.

Art Kruger suggested the astonishing proposition that Akron host a National Clubs of the Deaf Basketball Tournament. Something NEW and untold intrigued the members so the first such tournament was held in March 1944—and this fledgling Club raised over \$1,500 to back it. Eventually this led to the American Athletic

Association of the Deaf.

First club officers: Ivan Curtis (Iowa), president; Frederick Fancher (N.Y.), vice president; Frederick Schreiber (N.Y.), secretary; Art Kruger (N.Y.), treasurer. Board Members: Mae Curtis (Kans.), Anne Nelson (Fla.), Max Spanjer (Ind.), C. M. Thompson (Idaho), Leo Latz (Minn.).

In many ways, World War II was a repetition of World War I. Early in 1942, Firestone, Goodyear and the new Goodyear Aircraft Corporation let it be known they needed deaf workers. The hearing people understood and accepted the deaf as an integral part of the city population. The 1942 deaf oldtimers welcomed the multitude of newcomers with open arms. Young, brash and progressive, the Akron Club of the Deaf is a lasting memorial to these newcomers.

(In August, 1945, the blazing, twinkling lights of war plants were doused. Here and there loomed large, empty, dark-windowed shells that so short a time ago hummed day and night with war work activity.) The surrender of Japan was the signal for an exodus so reminiscent of the gray November 1918. Unable to get transfers to the parent plants, hundreds left town. Many were more fortunate. They are the nucleus of the Akron Club membership today.

The club prospered. But higher rentals, rising upkeep costs nibbled away at the treasury balance. Came the urge to be independent, to own a "home away from home," as the club has been called. Once again the hunt was on!

At the January 1949 meeting, the membership voted to buy a three-story brick building situated at 144 East Exchange Street. Located near the intersection of two main arteries of the city, in sight of bus and railway transportation, convenient to downtown stores, hotels and restaurants, it was a most ideal location. It is said an offer of \$26,000 had previously been rejected by the owners. The club got it for \$20,000.

Now, what to do? It was decided the first floor—for the time being—could be available for rental to small business concerns. This was the smartest of the many, many decisions that were made—the rent received was a "golden egg" for the club. The small apartments on the second and third floors were torn out—second floor to house the office, kitchen and eating area, restrooms, bar and a general "sitting-room." The third floor finally became a beautiful and convenient auditorium for big assemblies, with one corner converted to a snack service center.

First thing in planning, we had to take a hard look at our assets. \$17,000 was available and optimistically considered enough to cover cost of everything. But—the club had to contend with City Department of Building Inspection. The new building code recently adopted by the city smashed the \$10,000 estimation into smithereens. The \$20,000 pride and joy lacked

many of the required safeguards, i.e., stronger beams, more structural steel, fireproof materials. However, the club was fortunate in having many skilled workers in its membership, and they made up a greater part of the labor force. Even so, costs soared. The \$10,000 mushroomed into a final \$42,000!

In December 1949, the club was ready for occupancy. Now, began the tidying up—giving it the "spit and polish" in preparation for the grand opening festival, set for May 26-27-28, 1950. That was a gala occasion, long remembered and talked about, even to this day!

Some highlights: At the grand opening, the club represented a monetary investment of \$55,000. Not all of this money was brought over from the old establishment at 21 South Main Street. Free will donations helped at first. Headed by one of the most loyal members, a campaign of selling interest bearing notes resulted in a comfortable cushion of hard cash to meet our most pressing needs. "Every cent came from the pockets of the deaf people and deaf organizations of Akron and deaf organizations of Northeastern Ohio. Many hours of work were done by club members with no monetary recompense. This is a remarkable achievement of the deaf."

The Akron Club is a member of the American Athletic Association of the Deaf; is affiliated with the Ohio Association of the Deaf, thus indirectly being a member of the National Association of the Deaf; holds membership in the American Bowling Congress; the Central Athletic Association of the Deaf where they contest in basketball and softball tournaments. Socially, the members give dramatic productions, play duplicate bridge, have club dinners, entertain the hearing children of members at an annual Christmas party and live a cheerful, normal life, no different from anyone else.

In late 1961, the City Fathers notified the Board that our clubhouse lay in the path of a proposed urban renewal project.

There is nothing in the records to show what action was taken by the membership over this bombshell. But the daily press headlined the fact that Akron was campaigning for major improvements in the rundown section of the mid-town areas. While our club was not considered "run down," the city was opening new areas for industrial development and to make space for an extension of Akron University. As a matter of fact, the club DID lay in the path of all this change. The members accepted this decision philosophically. For the THIRD time self-appointed scouts discovered buildings and lots for sale, but casual investigation revealed that all were prohibitive in price!

The Board appointed three outstanding leaders as official representatives with powers to meet with the Club attorney, the city and government officials and carry out such directives as proposed by the membership. They were given au-

thority to investigate all phases of our Club and purchase of another, or a new site.

After many months, the Club was sold for \$60,000, minus certain fees. A small lot 105 x 143 at 1467 East Market Street was bought for \$16,000. The construction contract, to a local contractor, was duly signed for \$44,000 for a two room block building. Ground was broken on August 30 with the usual ceremonies, and full construction started on September 11th. On December 18th the Club moved, bag and baggage, into our new "residence", which we hope is our LAST MOVE.

Our Club has been signally honored very recently. At the 1965 AAAD Basketball Tournament held in Cincinnati, March 31, April 1-2-3 the members awarded the 1969 Tournament to Akron. The first National Clubs of the Deaf Basketball Tournament was held here in 1945; 1969 marks the 25th anniversary of this popular tournament. We are happy and proud and convey our thanks for the privilege of being hosts to a much expanded organization. In 1945 over \$1,500 was raised to finance the affair, which was considered a remarkable achievement on such short notice. We are informed that the 1969 tournament will cost over \$6,000! We have met the challenge before and we can do it again!

Tonight, we are happy to welcome you to our First Festival in our brand new "Home away from home." "We take pride in it and believe the deaf everywhere may take pride in it as a monument to what has, and can, be done by the deaf."

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Harriett Votaw

California . . .

The December 4 Christmas Home Tour sponsored by the Southern California Women's Club of the Deaf for the benefit of their group and the California Home for the Aged Deaf was a complete success from any point of view with a record attendance of both deaf and hearing. It rained heavily that day but nothing seemed to dampen the gay holiday spirit of attendees nor of those who saw their many weeks of preparation end in a most happy denouement. The tour began at the beautiful home of Lil and Bob Skinner in Northridge and continued on into the next block where Ruth and Roger Skinner greeted all comers. From there, a long line of cars converged on the home of Ed and Vicki Santellanes in Woodland Hills and thence to Cecil and Charlotte Cowan's in Encino and overflowed next door to Mr. and Mrs. William Hoff's before ending at the Clubhouse of Encino Spa for coffee, cake and a gala round of conversation although by that time most of the folks were sopping wet from the downpour. Members of the club wish to thank all those who took part in the sometimes overwhelming project and to those who attended. To Ruth Skinner, president of the Club, and to those wonderful ladies who followed her lead we extend compliments and sincere praise for a magnificent job so cleverly conceived and so ably carried through.

The evening of December 9 saw that special group of femmes gathered round for their Fourth Annual Christmas Dinner at the Normandy in Fullerton with Sally Meyer and Adeline Porter in charge of the festivities. The usual gift exchange was abandoned this time in favor of each one donating two dollars to the Home for the Aged and the result gladdened the heart of Home Board Treasurer Anne Nelson as did an additional donation from Sally and Adie. Among the mothers, daughters, young ladies and just plain housewives were Ruby Schreiber, Patricia Luna, Ruth LaMonto, Becky Hubbard, Jerry Fail, Elberta Davis, Lois Elliott, Pat Lukacs, Hope Paxton, Sadie Collins, Berta Guerre, Anne Nelson, Dorothy Koch, Margaret Conant, Elaine Winicki, Florence Cohen, Evelyn Bush, Betty Brown, Ellen Grimes, Irene O'Neal, Dolores Wolff, Glenna Tiemens, Maydeen Garrison, Ruth Skinner, Charlotte Cowan, Mrs. Frank



Elmer and Etta Priester are shown greeting their guests at the door on Christmas Day. Shown with them is Bob Kelly who assisted the Priesters in entertaining friends that day. See News Section.

Emmer and a few who arrived late and we failed to note among the crowd. By general consent, next year's gathering will be chairmanned by pretty Elaine Winicki and we're looking forward to it already!

The usual holiday spirit prevailed at the Long Beach Club's annual dinner for members held in the clubrooms Dec. 3 with food, fun and gifts for everybody thanks to party coordinators Irene O'Neal, Mary Mendoza and Ellen Grimes. Merry-makers included Ida Mae Adams, Homer Moulder, Harold Trask, Frank and Pat Luna, Melvin O'Neal, Ross and Faye Bailey, June Guttridge, Marcella Skelton, John and Jerry Fail, Millard and Evelyn Ash, Elvaree Barrett, Virgil Grimes, Ben Mendoza, Fred Gries and Melvina Lindholm, Virginia Christensen, Charles and Carrie Schlack, Hope Paxton, Carl and Betty Brown, Glen Horton, Cliff and Pauline Putman and Mary Powell. Others in the party crowd were Glen Orton, Mike and Catherine Deasee, Ray and Lorene Davis, Vivial Ausburn, Joe and Pauline Tellez, Art and Eva Ruiz, Frances Widner and a few who arrived after dinner to join in the festivities. For the first time, the Long Beach Club was closed New Years Eve with the members scattering hither and yon, mostly to the Los Angeles Club. However, LBCD President Ross Bailey promises to make it up to everyone this coming December when we greet the advent of 1968.

Christmas Day found Herb and Ruby Schreiber at home where they entertained dinner guests Art Kruger, IGD chairman, and Max Ray, a teacher at the Louisiana School. Herb is the USA-IGD tour director, and just guess what Ruby gave him for Christmas? A gross, yes a whole gross, of Cracker Jack! Herb has a passion for Cracker Jack but insists there's a saturation point somewhere. George B. Elliott showed up at the Los Angeles Club on New Years Eve with a belated gift for Herb and insisted he open it while Jerry was present along with Emory Gerich, Milton Miller, West Wilson and Mrs. Lester Hagemeyer in the LACD office. The gaily wrapped package contained . . . you guessed it . . . a box of Cracker Jack! Herb did a bit better by wife Ruby, presenting her with a spanking new Plymouth . . . and did you see what Herb gave Jerry Fail for Christmas?

Ida Mae Adams and Homer Moulder who announced their engagement in October, chose Christmas Day to announce they were taking off for Las Vegas with a crowd of friends and relatives and would say their "I Do's" on Jan. 6. All good wishes to the happy newlyweds who will make their home in Huntington Beach.

Those of you who remember Sis Windefeldt, mother of Paul Windefeldt, will be interested in learning that she is now married and making her home in Honolulu. Sis was the popular entertainer at the Hawaiian Restaurant in Long Beach and a note from her at Christmas asks to be remembered to everyone of us who came to know her during her years at the Hawaiian. Paul spent the holidays with his mother and stepfather (his father died many years ago when he was only a youngster). Somehow the floor show at the Hawaiian doesn't seem the same without Sis but she is happy living in Hawaii so we are too!

Among the jolly hosts opening their homes for fun and festivity on Christmas Day were Elmer and Etta Priester and although the crowd wasn't big, it was merry and lasted long into the ayem of the day after. Gathered at the Priesters' apartment to sip 'n nibble and wish each other joy of the season were such localites as Phillip and Doris Helliwell, Fred and Ruth LaMonto, John and Jerry Fail, Marcella Skelton, June Guttridge, Bob La Roche, Mike and Sally Korach, Ida Mae Adams and Homer Moulder, Bob Kelly, Shirley Lyons, Oliver K. Sandager and Evelyn and Millard Ash. We missed Janey Lou and Louis Dyer but they went off to Las Vegas for Christmas, returning in time for the New Year gaiety.

Among notes tucked inside Christmas cards this year was one from Vic and Gertie Galloway of Tucson. They like Tucson but miss Los Angeles, naturally. Their children love it down there, especially Shayne who is forever scouting around their backyard tracking down such things as lizards and horned toads.

USA-IGD Tour Director Herb Schreiber is leading 30 Americans on an European tour in February. The group will take in the VI Winter Games for the Deaf at



Part of the group in charge of the Christmas Home Tour in December are shown at the Robert Skinner home in Northridge, California, which was decorated in a "Christmas in the Orient" theme and they therefore wore oriental costumes. Left to right, front: Lil Skinner, Irene Becher, Mardi Litch. Standing: Maydeen Garrison, Gloria Webster, Santa Claus Lois Bowden, Ceicel Bowler, Helen Udkovich, and Robert Skinner. See News Section.

Berchtesgaden, West Germany, and stops will also be made in such large cities as Paris, London, Salzburg, Amsterdam and Munich.

Evelyn and Delmar Moore returned from a month's trip home to visit friends and family in Minnesota, Wisconsin and Illinois in time for the holidays because it's just too cold back there. En route east they ran into Mrs. Gunderson and her daughter from Oregon in a cafe at Little America, Wyo. They met Mrs. Gunderson again while attending a gathering at the Milwaukee Club. On the way back west they stopped over in Kansas to visit former Los Angeles residents Mr. and Mrs. Mario Benedict who moved to Kansas last September. The Benedicts miss their Southern California friends but are happily settled in a new home of their own back there and ask to be remembered to everyone.

Carolyn Pokorak of Bakersfield writes that a goodly crowd took in the holiday dinner at the Bakersfield Club exchanging gifts and making merry. The club, incidentally, has located another hall at less rent and hopes to increase its membership in the months ahead. Carolyn promises to send in news of the doings up that way. Many thanks, Carolyn.

A photograph of Mr. and Mrs. William J. Hoffman appeared in the Nov. 15 edition of the Porterville Evening News. Mr. and Mrs. Hoffman were feted on the occasion of their 47th wedding anniversary by a large group of friends with Mrs. Walter Miller as hostess. William and Grace (nee Knight of Chicago) were married Nov. 8, 1919, in Los Angeles at St. Paul's Episcopal Church for the deaf and made their home in Terre Bella where William was employed as a printer by his brother-in-law, the late Earle Clemens, on the Terra Bella News. They lived there 25 years before moving to Lindsay (near Porterville) in 1944 where William worked for the Lindsay Gazette until his retirement

several years ago. Both attended the Michigan School for the Deaf. Grace has lived at the Hacienda Convalescent Home in Porterville following a fall at her home in July 1963. William takes an active part in affairs of the Methodist Men's Club and is also a member of the Porterville Kiwanis Club. In years past he was among the most active members of the California Association of the Deaf.

Colorado . . .

Ed Rodgers of Denver plans to go to West Germany with a party of deaf tourists from the U. S. They will take in the VI Winter Games for the Deaf being held at Berchtesgaden, Feb. 20-25.

Loren Garlets, Sr., formerly of Portland, Ore., and Mrs. Edna Auxier, Colorado Springs, announced their marriage at Raton, N. M., on Sept. 24. They are making their home in Colorado Springs where Loren is custodian for the First Southern Baptist Church.

Mr. and Mrs. John Ross, Jr., are proud parents of a baby boy born Oct. 23.

Carlos Perricone of Pueblo retired last spring at the Colorado Laundry, a job he had held for 25 years. He had to retire earlier than expected because of his increasing blindness.

Mrs. Wilma Shields of Canon City retired July 1 from her job at Fort Carson laundry after 13 years of service. Her fellow workers presented her with a throw rug, a bedspread and a blanket. Wilma now takes it easy and devotes her full time to housekeeping. She and Lloyd enjoy their numerous grandchildren as well as their seven children. Their youngest son, Johnny, and wife live at Kodiak, Alaska, where he is with the U. S. Navy. Lloyd still operates his shoe repair shop and has no plans to retire as yet.

Miss Mabel Brooks, the only daughter of the late Mr. and Mrs. Roy Brooks, passed away at Fort Collins several

months ago. The older Brookses attended the Colorado School for the Deaf and had two children. The surviving son now lives at Fort Collins.

Mr. and Mrs. Tom Collins, formerly of Denver but now at Richmond, Calif., celebrated their 50th wedding anniversary at the Mission of Holy Spirit at St. Mark's Episcopal Church in Oakland, Calif., on Nov. 13.

Mrs. Alice Palazzi of Rifle, Colo., was the weekend guest of Mr. and Mrs. Richard Fraser I some time ago. Alice has been to Denver often lately. She is now working at the Rifle Nursing Home.

Mr. and Mrs. Elmo Kemp of Denver had their daughter, Monty Casteel of Jefferson City, Mont., visiting with them recently.

One evening recently Verne Barnett met a man who was eating at the same restaurant, Jerry Walt, who introduced himself as a nephew of the late Luther "Dummy" Taylor of the New York Giants. Mr. Wait is a fluent signer.

Nathaniel Horwitz of Indianapolis paid a visit to his son Bernie some time ago. Mr. Horwitz recently retired from the post office after about 38 years. Verne Barnett showed Mr. Horwitz around Denver and he was very much impressed by the Colorado climate.

Ross Johnson of Atlanta, Ga., has been in the Union Printers Home since Aug. 1 and returned home on Dec. 3. Ray Dietz, after having been in and around Los Angeles, returned to Denver in November. It is understood that Francis Mog is now employed by a Santa Rosa, Calif., daily paper.

November 27 was the 57th wedding anniversary of Mr. and Mrs. Elmo Kemp. They were presented with a set of beautiful coffee mugs.

Older alumni of the Colorado School for the Deaf may be pleased to know that their dining room waitress for many years, Miss Winnie Shafer, has been living in Thermopolis, Wyo. She is one of the three sisters of Mrs. Elmo Kemp. She is at the Thermopolis Nursing Home and has been to Denver to visit with Mrs. Kemp occasionally.

Mrs. Mary Ann Kress of Golden, Colo., surprised some of her old friends at the Silent Athletic Club in November.

Mrs. Cora Parkhurst and Mrs. Loretta Cacciatore of Colorado Springs have been employed at the Air Force Academy tailoring cadet uniforms. A third deaf employe is Mrs. Ruth Bennett who has been with them for some time.

George R. Culbertson of Colorado Springs has sold his mountain cabin and land and used part of the proceeds to buy his own airplane. It is a Piper Tri-Pacer, a four-passenger plane in excellent condition. George keeps it at the Pike's Peak Airport south of Colorado Springs. George earned his private pilot license in 1951 while employed at the U. S. Naval Air Station in Norfolk, Va. He says he'll be glad to take any of his BRAVE friends for a ride!

Missouri-Kansas . . .

A baby girl, Gayla Dawson, was born to Mr. and Mrs. Michael McGlynn of Olathe, Kan., on Oct. 21. A baby boy, Scott, was born to Mr. and Mrs. Fred Banks of Olathe on Nov. 22.

Mrs. Carl Perkins of Lawrence, Kans., has been in the hospital since Oct. 16 after suffering a stroke. The stroke left her blind, too.

Mr. and Mrs. Charles Ramsey of Olathe moved to North Hollywood, Calif., in November to live near their two daughters.

Herbert Teaney, Jr., of Fort Bragg, N. C., spent his two-week furlough with his parents in Kansas City, Kan., recently and probably is on his way to Vietnam now.

Mrs. Vera Gough of Overland Park, Kan., reported her eldest son, David, was home on leave in November after 14 months with the Army Engineer Corps in Vietnam.

Mrs. Katheryn Maglio and son, David, of Kansas City, Mo., spent a month visiting her son Harold at Norfolk, Va. They also visited New York, Washington, D. C., and points in Connecticut.

Georgetta Graybill of Kansas City, Mo., recently entertained Mrs. Dorothy Miles of the Jewish Deaf Employment and Vocational Service in St. Louis, Mo. They attended the semiannual meeting of the Greater Kansas City Advisory Council for the Deaf and also went to the Kansas



Mrs. Michael Susko, Los Angeles, is shown with Actor Caesar Romero in the garden of his home in Hollywood. Mr. and Mrs. Susko were among the guests attending the wedding of Mr. Romero's niece, Hollie Hope, to James Allen, a friend and coworker of Mr. Susko. The Suskos were thrilled at being invited and found Mr. Romero to be a most charming host.

School where Miss Miles gave a talk on her native England.

William T. Hedrick, 55, of Olathe, Kan., passed away on Sept. 24 at Osawatimie. Burial was in Olathe.

About 40 deaf persons took the first defensive driving course in Kansas City,

Mo., organized through the Greater Kansas City Advisory Council of the Deaf. The first session was on Nov. 1 and the classes met for eight weeks in the City Hall. Norman Legin, the safety director, set up the course for the deaf.

The Kansas School celebrated its 100th year at the present site in Olathe on Nov. 21. The school was formerly at Baldwin, Kan. Open house was held all day and in the evening, with William Marra's talk on the history of KSD being the highlight. Visitors included city, county and state officials and members of the Olathe Chamber of Commerce.

One of the twin daughters of Mr. and Mrs. Warren Whytal (nee Margaret Cole) of Hanely Hills was wed to Robert Kenneth Tonnsen of St. Louis in October.

Mrs. Harold Price of Kansas City, Mo., underwent a major operation on Dec. 13.

Mr. and Mrs. Roger Falberg and family recently moved to Overland Park, Kan., from Boston. Mr. Falberg is director and counselor for the Community Service Agency for the Deaf which opened its office Oct. 1 at the Kansas City General Hospital and Medical Center.

One evening in October, Miss Erlene Graybill, chairman of the 1966 Kansas Association of the Deaf convention and her committee had an "out of this world dinner" at the Old World Restaurant. The dinner celebrated a successful KAD convention.

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ONE-VINE ARBOR—These pictures show William B. Barwise, 74, our renowned beekeeper (Honeyman—see Silent Worker, May 1961), in his "vineyard." It's only one vine spreading all out from one root. Bill gives these interesting details: He received a grape seedling from his mother, now of blessed memory, 35 years ago. The root of the plant, close to the ground, now measures eight inches in diameter. The spreading vine is supported on props, and reaches over a 20 by 35 foot lot. Annual yield of grapes is 25 lugs. Planted against Bill's house, besides being a thing of beauty and yielding edible fruit, it provides cool shade to rest under in the hot summer. Bill is retired now after 45 years in bee honey gathering, having sold his entire stock of trade, including 700 hives, to his son two years ago. Bill was born in Canada, his family moving to Ontario, California, in 1899. He received his education at the Berkeley School.

Nebraska . . .

Pat Boese was in Bryan Hospital for nearly a week for a major operation during the first part of November. The operation was successful and she soon recovered sufficiently to start working part-time at her old job at First Federal Savings and Loan Company in Lincoln.

Miss Mary Smrha, of Milligan, Neb., passed away at the age of 84 on Nov. 23. She died at Friend, Neb., where she had spent the last several years of her life at a nursing home.

Mr. and Mrs. Billy Amos of Humboldt, Neb., became the parents of Jeffrey Lyle on Nov. 6. Mrs. Amos is the former Carolyn Canders.

Emma Marshall of Lincoln visited with Mrs. Stacia Cody while in Oregon during October. The two of them went to California where they visited the Albert Krohns at their home in Sacramento. At the Krohns' they had a chance to visit with Virginia Sewell Martin and her husband. They were also the guests of Mr. and Mrs. Frank Andrewjeski in Oakland at the home of the Andrewjeskis' daughter.

Mrs. Stacia Cody, in one of her letters, mentioned the death of Leroy Johnson some time ago. He was a student at NSD many years ago. She also mentioned having a short visit with Mrs. Effie Anderson, a former student at NSD who is now teaching at the California School at Berkeley.

On Nov. 30, Virginia Deurmyer bowled a 205 game and had a very nice series of 496 while bowling with Badman's Antiques team. That team is now in first place in their league. The men's Badman's Antiques team is in third place. (These teams are sponsored by Gerald Badman.)

Joe Broz of Washington, D. C., was in Crete, Neb., to visit his ailing mother who is 75 and who has been in the hospital as the result of a broken hip. While in Crete, he visited with the Joe Kalinas and Joe Renner. Mr. Broz is a graduate of NSD and Gallaudet College.

Delbert Boese, the John Sippes, the Bob Lindberghs, Virginia Deurmyer and the Ron Hunts went to the bowling tournament in Omaha on Nov. 12. Fannie Lindberg was the only one in the money, winning second place. First place for the

women went to Lavona Boone of Omaha. Two men, C. Hartwell of Hannibal, Mo., and Eldon Moon of Ankeny, Iowa, split first and second place money in the men's division.

The Edward Poskochils and Susan, the Dale Brittians, and the Ronald Hunts and Rory were the guests of the John Sipp family for Thanksgiving. Later in the afternoon the Jim Wiegand family joined them.

Donna Smith and her mother of Lincoln now live in an apartment after several years in a trailer home. On Nov. 21 she was the hostess at a "Tri-Chem Party." The guests had an interesting time learning to use Tri-Chem colors to produce fancy textile designs.

Robert Lindberg was the guest of honor at a 50th birthday party in November at his home. He was really surprised when about 10 more of his friends showed up than he had expected.

The No. 1 Birthday Club had an organizational meeting in October at Pat Boese's home and has 12 members again: Virginia Deurmyer, Irene Leavitt, Fannie



The Yugo 69 Committee awarded the first of its "1000 Friend" certificates to Annie Krpan Levy of Los Angeles. She was the first to raise \$100 for the 1969 IGD Fund by hosting a dinner in the authentic Yugoslavian atmosphere of a Beverly Hills restaurant. Mrs. Levy, shown here in a Yugoslavian costume, was born in America but spent her early childhood in Yugoslavia. She attended the Missouri School for the Deaf and Gallaudet College. Needless to say, she plans on making the 1969 trip to Belgrade with the tour group being formed by Herb Schreiber.

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Lindberg, June Collamore, Vera Kahler, Elly Propp, Lillian Gross, Dot Wiegand, Dot Hunt, Charlotte Sipp, Pat Boese and Viola Morin. At their first party in November, Irene Leavitt was the guest of honor and received a cash gift.

New York. . .

Henry and Alice Greenbaum just returned home by boat from England after a three-month tour of 10 countries in Europe and Israel where they renewed acquaintances with their former German schoolmates. They also visited their relatives in England and Israel.

Sally Auerbach flew back Oct. 17 after enjoying a memorable three-week guided tour around Spain and Portugal. She witnessed a bullfight in Madrid and saw the Rock of Gibraltar, Barcelona, Majorca Islands and other places.

Stella Eber of New York City was tendered a surprise dinner at Tip Toe Inn Restaurant in observance of her 75th birthday last October. Her husband, Sam, and 65 deaf friends joined in the festivities. The happy occasion was arranged by Ethel Tracy and Eva Wiener.

Sisterhood of the Hebrew Association of the Deaf sponsored its annual charity event at the Community Center last October. Chairwoman Eva Davis, assisted by Gladys Weinberg, Elaine Geltzer, Nellie Myers, Lillian Jackson, Eva Wiener and Betty Hoffman, arranged a barn dance conducted by the professional dance callers. Comedian Phil Leeds contributed his bit to the worthy cause with amusing skits. Refreshments were on sale and the Camp for Deaf Children Fund and shut-ins were recipients of monetary proceeds and donations. Donors were Mr. and Mrs. Adolph Green of Philadelphia and Mr. and Mrs. Isidore Bloom, Hilda Frankel, Belle Peters, Rose Chessin, Bea Quinn, Bertha Kranzer, Elsie Kahn, Mr. and Mrs. Ira Lerner, Sally Auerbach and Bessie Ciavolino. First prize for the best farm costume went to Hilda Frankel who donated her cash award. This writer and Charles Miller and Phil Leeds donated their services. Appreciation is due Sisterhood President Thelma Miller and the board for their help with the refreshments.

In October the Union League of the Deaf moved to more suitable headquarters situated in the heart of Times Square. U.L. held open house on Oct. 9 with the crowd filling two large rooms of the U.L. to overflowing. There was a record crowd at the regular membership meeting Oct. 20.

The Charity Bazaar sponsored by the Women's Club for the Deaf on Nov. 20 at Hotel Hamilton, NYC, under the direction of Anna Frey was well attended.

Joan, daughter of Harold and Ruth Steinman, was married to Ron Ariel Berger Aug. 31. Mazel-Tov also to Mr. and Mrs. Hyman Lashinsky on the occasion of their daughter Sylvia's marriage to Dr. Teitelbaum, a psychiatrist, on Thanksgiving Day.

Bernard and Cecilia Rosen became proud parents of Lori on Nov. 15, making

Louis and Frieda Wurmfeld grandparents for the first time. Bernard, a Canadian graduate of Gallaudet College, is now permanently settled in New York City.

Chairwoman Anita Schulman and her committee, Hilda Frankel, Gladys Weinberg, Elaine Geltzer, Vera Berzon, Eva Davis, Marcia Berkowitz, Betty Hoffman, Faye Cohen, Leah Nathan, Jessie Eienneheimer, Sylvia Siegel, Lillian Berke and Eva Wiener, achieved a tremendous success in arranging a penny sale for HAD Sisterhood Nov. 19 at the HAD Clubrooms. The crowd which came to the aid of HAD's Chanukah Toy Fund included Mrs. Ray Gouner of Boston, Gordon and Ruth Clarke of Hartford, Conn., and Steven Cough.

Mrs. Clarke is a cousin of Anita Schulman and Mr. and Mrs. Clarke were the weekend guests of Anita and Mike. They are teachers at the American School. Mr. Cough, a Korean, graduated from Gallaudet and the University of Denver in 1961 and 1963, respectively. He is a senior psychiatric social worker at Rockland State Hospital for the deaf patients after serving as a social worker at the Texas School. Faye Cohen and her assistants did themselves proud in the auction and drawing members for bagfuls of groceries and other prizes.

On Nov. 19, Sisterhood of Temple Beth Or of the Deaf held their fourth annual luncheon and fashion show at Hotel Plaza

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with about 400 attending. The committee: General Chairman Lucy Lewis and Co-Chairman Esther Benenson, Nellie Myers, Alice Soll, Catherine Ebin, Rose Finkelstein, Edith Chaplan, Sally Hoffman, Marcia Cohn, Margaret Solomon, Minnie Barr, Malvina Goldberg, Roslyn Grant, Carole Brand and Alice Brand.

Mental Health Association of the Deaf, Inc., presented a very interesting show at spacious Judson Hall Dec. 2. A capacity crowd of 240 attended and the proceeds were for the benefit of deaf mental patients at Rockland State Hospital. The program included talks by Dr. Edna Levine and Dr. John D. Rainer, director of Mental Health Services for the Deaf. Both talks were ably interpreted by Rev. Louis R. Jasper. Other speakers were Steven K. Chough, and Al Berke. Mr. Chough also directed a playlet about a cured mental patient returning home after a long stay in the hospital. The cast included Mr. and Mrs. Joseph Heinrich, Anna Petrillo, Sam Lewis and Phil Leeds. Ruth Ann Sussman and Bob Halligan provided delightful songs; Joe Hines did well as a narrator, and little June Rothenberg rendered "The Star-Spangled Banner" in the language of signs. Edgar Bloom served as master of ceremonies.

Rep. John E. Fogarty Dies

Rep. John E. Fogarty (D., R. I.) collapsed and died in his office on Jan. 10 shortly before he was to have been sworn in for his 14th congressional term. Death was attributed to a massive heart attack. He was chairman of the appropriations subcommittee that handled funds for the Department of Health, Education, and Welfare and had been responsible for or directly involved in numerous bills to provide programs for the deaf introduced in recent sessions of Congress.

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CHAFF From the Threshing Floor

By George Propp

'Twas the night before Christmas, and all through the nation
DA writers chewed their pencils, seeking inspiration.

Oh, "Yes, Virginia, there is a Scrooge." Editor Smith sticks by his deadlines even when they fall on Christmas Eve, so here we are pounding out DA copy when we should be tucked away in our nightcaps.

Several months ago Chaff commended some of the outstanding LPF publications of 1965-66. At the Missouri School for the Deaf they have completely rewritten the standards for school papers, and the **Missouri Record** is off to a big lead for our 1966-67 "Oscars."

Eugene Coquebert de Montret (1785-1849) was official French translator for the Ministry of Foreign Affairs. Deaf, since the age of five, and mute, he mastered 21 different languages which he learned to read and write without instruction.—**Believe It Or Not**

Six offices at Gallaudet College are equipped with Electrowriters. These machines enable deaf staff members to communicate with other offices with the same fluency as people with hearing. The user simply dials a number on the Data-phone and sends his message in writing on the Electrowriter.—**Kentucky Standard**

A 10-story home for deaf senior citizens in Los Angeles has qualified for a 100% Federal loan (Senior Citizen Housing Loan Program). The building will be constructed at 12th and Vermont Streets in L. A. The project is sponsored by the Pilgrim Lutheran Church for the Deaf. It will contain 112 units renting for \$82.50 per month.—**Missouri Record**

Dr. Powrie V. Doctor, Gallaudet's nomadic professor has returned home after a world tour that touched 24 countries in every continent on the globe. If ever the education of the deaf in America had an ambassador, "Doc" was it. Innumerable is the word that describes the activities that he carried out on his world tour.—**GAA Alumni Newsletter**

The **Mont-As-De News** reports that Arthur W. O'Donnell retired Aug. 4 after 45 years as a linotype operator. Mr. O'Donnell is a graduate of the Montana School and attended Gallaudet College. Anybody want to figure out how many words a good linotype operator can compose in 45 years?

The Sioux City Silent Club may be among the smaller clubs in the country, but the official organ, the **Siouxland Courier**, came out with 30 pages in December and 26 for January. Edited by Gordon Bayne, a graduate of the Nebraska School for the Deaf, the paper has a subscription list of 325, including one subscriber in Belgium.

Ralph V. Jordan, a teacher at the California School for the Deaf in Berkeley, on Nov. 12 received a citation from the California Association of Parents of Deaf and Hard of Hearing Children for his services as executive director of the East Bay Counseling and Referral Agency for the Deaf. Mr. Jordan has on a voluntary basis directed the Referral Agency for the past five years, giving counsel and direct assistance to countless deaf people who have come to him with their problems.—**the California News**

The Illinois Bell Telephone Company has announced that they will install the Sensi-call device for deaf users for \$25.00 and a monthly service charge of \$3.50. The low rates will be maintained as a public service to the handicapped.—**The North Dakota Banner**

In what is a noteworthy development in the administration of a school for the deaf, the Board of Trustees of the Pennsylvania School for the Deaf has contracted with a firm of management consultants to survey the school and project the needs of the deaf 10 years into the future. The survey will take six months, and the evaluation will enable the school to anticipate needs and prepare for them.—**PSD News**

Many of the schools for the deaf are making a rapid changeover to cold type printing. Varitypers, Justowriters, Typro and similar equipment are replacing the linotype machine. Despite rapid technological changes, the graphic arts industry will continue to find a reliable pool of skilled craftsmen in deaf school graduates.

Improved school services are being provided at the Oregon School for the Deaf by the newly created Evaluation and Service Center. The project, made possible by Title I, is directed by Neil Sherwood and offers complete and comprehensive services for the deaf student. The Center will provide all student personnel services in the areas of guidance, psychological, child welfare, attendance, social work and health services. It will serve both the instructional and dormitory programs.—**the Oregon Outlook**

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These school girls will compete under the Stars and Stripes at the forthcoming Berchtesgaden International Winter Games for the Deaf—Tamara Petre Marcinuk of Fitchburg, Mass. (left), and Georgianna May Duranceau of Seattle, Wash. Only 17 years old, Tamara is considered the nation's No. 1 deaf woman skier. A graduate of Boston School for the Deaf at Randolph, she is now a sophomore at Holy Family High School. Georgianna was graduated from the Washington State School for the Deaf and is now studying art at Seattle Community College.

Come February 20-25, 12 men and 2 women representing our first USA Deaf Ski Team are going to go winging down the snow-covered slopes of the Bavarian Alps near Berchtesgaden for the Vith International Winter Games for the Deaf.

We certainly learned a lot about skiing while organizing, financing and outfitting the team for the trip to West Germany. You may have tried out the sport of skiing by renting equipment and have made up your mind that this is the sport for you. The price range for one's own gear is staggering. The terms "camber," "L-edges," "bottoms," the arguments of wood vs. metal are the cause of much confusion. Which are the best skis for you? How much should you spent? What materials and workmanship should you look for?

First the price. The range varies from \$22 to \$210 a pair depending not only on quality, engineering and material but on the store in which you purchase the skis and the area in which you shop.

At the bottom of the price bracket are wooden skis. A \$22 pair of skis, usually made in Japan, is mostly of ash, a soft wood that breaks easily. Some ash skis have a small amount of hickory laminated into them for strength. These have an approximate life span of two years if you are a beginner who will not give them too much punishment. Such skis have very little life or spring and have a tendency to dry out and break easily.

Most of the better skis today are made of aluminum and epoxy and start at about \$60 a pair for the Japanese-made, \$100

for American. Metal skis have many advantages. The metal never wears out, the skis never lose their camber, which is the bow in the ski plus the almost unnoticeable taper from shovel to tail. Camber is necessary for proper balance, turning, and digging in and is engineered into the aluminum for the life of the ski.

Different skis are engineered or built for different purposes. While most of these differences concern competitive skis, the recreational skier should know what to look for and benefit from the experts. There are three types of skis. The **slalom**, which is stiff in the tail and up in the shovel because it must turn and turn fast, has a tendency to be slow and hard to manage for downhill runs, whereas the **downhill** ski is not designed to turn very much. The third, the **giant slalom** ski, has the same qualities you should look for in recreational skis and is built to give speed downhill and also turn with comparative ease. This ski is "softer" all the way through.

Check the edges of the skis you are about to purchase. In cheaply-made skis the edges are exposed and all the screws holding them in place are visible. Better skis have an L-shaped edge with the P-tex bottom folded over the edge for a smooth finish. The entire construction of the edge is hidden and this makes for an extremely sharp edge. Because skis are fast on both cold and warm snow, their bottoms are now almost universally P-tex, a polyethylene plastic impregnated with paraffin. Each manufacturer has his own particular formula—some harder, some softer, but as long as it is P-tex it has

the added advantage of being replaceable when it wears out.

When buying your skis, be careful to get the right size. Skis should be 9 to 11 inches longer than your height. While some people believe a longer ski is more difficult to turn, the experts tell you this is not true—the longer the ski, the easier it is to turn. Also, if you are going to do most of your skiing in areas where the snow is hard, such as Michigan, the longer the ski, the more edge to bite in for better balance, better skiing. However, if you will do most of your skiing on softer snow such as found in the West, then you can sacrifice the couple of inches. Some top-notch skiers invest in two pairs of skis, one for soft, one for hard snow.

Herb Holbrook of North Grafton, Mass., the nation's No. 1 deaf ski jumper, uses 8-foot, 16½-pound hickory skis. "A lot of plastic ones are used now," he said, "but I like the weight of wood."

Equally important are boots and the bindings. Boots, in particular, require great care in selection as well as fit. An inferior boot will break down and not give you the support you need for comfort and safety. A custom-made boot is one that is made from a plaster mold of your foot.

Good bindings, usually of metal, range from \$15 to \$40 a set. Some are complete heel and toe setups in one package. Others are available in separate units so you can replace or buy just the set you need.

Through the efforts of **Simon J. Carmel, team manager of the first USA Deaf Ski Team, and Jim Barrack, vice chairman of the U.S. International Games for the Deaf Committee, we were able to get the HEAD SKI COMPANY, INC., in Timonium, Md., to donate to our ski team 15 pairs of competitive skis and 15 pairs of poles. The total equipment amounted to \$2719.00. Michael W. Erickson, director of public relations of this company is to be thanked for his generous cooperation in making possible these gifts.**

And through cooperation of Dr. John Newdorp, president of United States Eastern Amateur Ski Association, and Ralph A. Des Roches, executive director of the Ski Industries of America, we were able to get the members of SIA to help support our USA ski team by donating ski clothing, equipment and footwear in varying amounts such as follows: \$600 worth of bindings from BECONTA, INC., in New York, N. Y.; 15 kits Holmenkol Wax and 6 top Tex racing helmets from DARTMOUTH SKIS, INC., in Hanover, N. H.; 15 caps and 15 pairs of goggles from ISLIN IMPORTS in New York, N. Y.; 15 boot cases from TRAPPE, INC.,

in Lititz, Pa.; \$375 cash and 8 pairs of marker toes and 8 pairs of marker heels from THE GARCIA SKI CORP. in New York, N. Y.; 100 ski patches with USA and America Athletic Association of the Deaf inscriptions from APATCHE-TOTEM BADGE AND EMBLEM, LTD., in New York, N. Y.; 15 parkas, costing \$50 each, from DONIGER-McGREGOR Co., New York, N. Y., and several other items such as 15 pairs of gloves, 15 pairs of racing pants, 15 ski sweaters, 3 pairs of knickers for XC and 3 windbreaker coats for XC.

Simon J. Carmel deserves praise for a job well done. As quoted from a letter to the SIA Office by him: "We want to stand on our own two feet—with skis under them!"

\$500,000 Athletic Plant Ready at Indiana School for the Deaf

The Indiana School for the Deaf looks forward eagerly to a new golden era of sports with the completion of its \$500,000 activities building and a new football field and cinder track.

It's a dream-come-true for 61-year-old Jake Caskey, first recipient of the Joe Boland Award and a winner of a Chamber of Commerce Sportsman of the Year citation. He has been athletic director at the Indianapolis institution since 1931.

The school's new activities building seats 1,500 for basketball and has a large wrestling room, a swimming pool and several all-purpose classrooms.

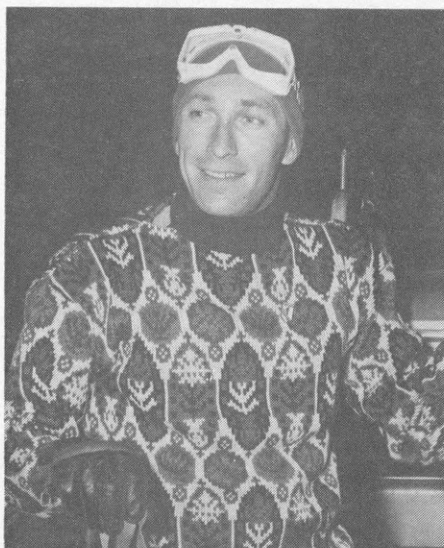
Caskey, who handled all sports for years at the school before his retirement from active coaching, also discloses that a fund for lights has been started.

It is fitting that the regional IGD tryouts in track and field and swimming will take place at the Indiana School on **June 9, 1967**, so that those attending will have a chance to get a glimpse of the \$500,000 athletic plant at the Indiana School for the Deaf. It will be directed by Earl Roberts, the MVP of the Michigan School for the Deaf football team. **We'll be there.**

Why is Roberts the MVP? He never scores a single point for their side. He doesn't even get to carry the ball. In fact, he isn't even in uniform. (There probably isn't one to fit him anyway.) But ask any MSD student to name the MSD's football team's MVP, and the unhesitating reply will be, "Earl Roberts." Yes, Coach Earl Roberts, who is starting his 24th (!) season with the MSD Tartars, is undoubtedly their MVP. (Most Valuable Person, that is!)

National Invitational Swimfest Planned in Philadelphia

In swimming we have a long way to go due to the lack of facilities at most schools for the deaf and perhaps due to the lack of interest at schools that do have a pool. For this very reason, we wrote John C. Wieck of Warren, Mich., asking him to serve again as head coach of our USA aquatic team for the '69 Belgrade YUGO IGD. He replied and said he will be very happy and honored to serve again



This is Grant Alexander Young, who will represent the United States in the VI International Winter Games for the Deaf, at Berchtesgaden, Germany, Feb. 20-25, 1967. The employees of Connecticut General Life Insurance Company demonstrated their pride and overwhelming support to Grant, a fellow employee, when they presented to him their gift of \$800 to pay for his forthcoming trip. A resident of Hartford, Conn., and a member of the company's printing department, Grant was selected one of 14 members of the first USA deaf ski team by the AAAD. A native of Canada, Grant began skiing at the tender age of three and during his 17 years there he participated in and won numerous ski events sponsored by the Canadian Refactories Limited where his father is employed. While in Canada he attended the Mackey School for the Deaf in Montreal. Then he enrolled at the American School for the Deaf in West Hartford when he came to the U.S. 12 years ago. He joined Connecticut General last April to work on the multilith presses in printing. The home office staff of this company enthusiastically supported the Connecticut General Club in their sponsorship of the "Grant Young Fund" by dropping their contributions into a "Wishing Well" which was set up in the cafeteria lobby. The printing department presented him with a special gift of \$100 personal spending money for his trip. At the competition in Berchtesgaden, Grant will participate in both downhill and cross country races.

in this capacity. At present Wieck has uncovered several deaf swimming prospects who will greatly strengthen our '69 team.

And now we are pleased to announce that the Pennsylvania Society for the Advancement of the Deaf is planning to sponsor a National Invitational Swimming and Diving Meet on **May 20-21, 1967**, at the Philadelphia Aquatic School, 3600 Grand Avenue.

This first annual swimfest under the supervision of Alex Fleischman, USA IGD Team Director, will be directed by Tony Panella, former Milwaukee SC cage coach, who recently was elected to the AAAD Hall of Fame. Sheraton Hotel, site of the Philadelphia 1963 AAAD nationals, will be the headquarters.

Interested individuals and organizations are invited to contact Charles Boyd, Meet Director, 9549 Milnor Street, Torresdale, Philadelphia, Pa. 19114 for entry blanks.

P.S. Dr. Hugo Schunhoff, superintendent of the California School for the Deaf at Berkeley, has agreed to make the athletic facilities of the school available for a National IGD Tryout Meet in track and field, swimming and wrestling. Date is **August 10, 1968**. Ken Norton, one of the nation's outstanding deaf prep mentors, will be the general chairman of this event. And George MacKinnon, athletic director of American School for the Deaf, reported that he is willing to arrange an Eastern IGD Tryout Meet in track and field at the University of Connecticut this spring.

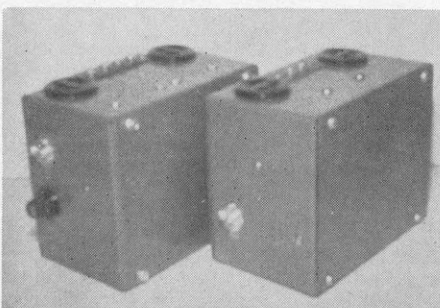
There's Lots of Joy in NSD's Tigerville

These are happy days at the Nebraska School for the Deaf because of the **8-man** football team's fine 6-2 record, one of the best in years. Some of the noteworthy names in the fine season were Gary Nash, Raymond Morris, Albert Rewolinski, Ken Eurek and Doug Schnoor, members of the team, and Coaches Morris Rickel and Jack Gannon.

Juniors Eurek, quarterback, and End Schnoor were principals in fantastic offensive demonstrations. Eurek, for example, completed 79 of 168 passes for 1,240 yards and 19 touchdowns. He also gained 553 yards in 85 carries for an average better than 6½ yards. Schnoor's feats as a pass catcher were out of this world, too. He caught 43 for 820 yards and 16 touchdowns.

The Nebraska School produced the greatest all-time athletic achievement of the deaf 35 years ago in 1931 when NSD won the state high school basketball championship. It was also the only undefeated high school five in the state. In a perfect season of 29 games, the NSD cagers scored 932 points to their opponents' 339.

Now we are looking forward to visiting this school's new gym when we attend the forthcoming AAAD national cagefest which will be held at Omaha, March 29-30-31, April 1, 1967. There we can look at pictures of the great 1930-31 NSD basketball team. The gymnasium, which was dedicated March 31, 1966, contains a swimming pool, a stage with a \$1,500 switchboard for lighting and a long breezeway which will provide picnic facilities.



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Sketches Of School Life

By OSCAR GUIRE

Reformed

Leslie Ross and I were friends before I began to make trouble for the monitors at the California School for the Deaf, Berkeley, as described in earlier sketches of this series. He was crazy over automobiles. There were not so many automobiles then as now, but there were more manufacturers and more trade names at the time.

Ross could give the make of any automobile which he saw on the street. He wanted literature on motor cars. I wrote post cards to dealers for him. They all sent what we asked for. Some even sent salesmen. We did not see them because at the office they were told that we were minors without any money.

My "gang" suspected Ross of being a spy for our enemy, the two monitors and their five pals. We called them "The Eight," Ross being the eighth. When they began to disappear from the scene through graduation, my friends and I stopped making trouble and Ross and I were friends again.

He and I thought of an outing to Muir Woods at the foot of Mount Tamalpais in Marin County across San Francisco Bay. It is an extraordinarily beautiful place named after John Muir, a well-known Scotch naturalist, who lived in California during the period of 1860-1910.

I proposed the outing to Head Matron Mrs. McKellip. She was enthusiastic about it. She proposed box lunches for the outing. She agreed that the boys could invite the girls individually to go with them as guests.

The outing required careful planning. The trip was a little complicated for some of the younger school children.

There was no bridge over San Francisco Bay. Three types of transportation were required: electric train from Berkeley to a pier (Key Route) or to a mole (Southern Pacific) where the bay was deep enough for a ferry; a ferry from the pier or mole to San Francisco; another ferry from San Francisco to Sausalito; steam train from Sausalito to Muir Woods. The steam train went up to the summit of Mt. Tamalpais. This part was not included in the outing.

Most of the boys of Bartlett Hall joined the party. Most of the girls of Durham Hall were invited. The little boys of Moss Hall and the little girls of Willard Hall were excluded because they were too young.

Ross and I collected money from the boys for their fares and their girl guests' fares. We kept a list of the girls who were invited. Everything was fine until somebody began to worry about the safety of the money.

One day when I came out of the school building, some boys were loitering around the south door (the boys entrance). They asked if I had seen the notice about the outing on the bulletin board. No, I had not stopped to look at the board. I went inside to the bulletin board. There was a notice signed by Winfield Runde, one of the deaf academic teachers. It was not addressed to any person or persons in particular. It was an order for the money collected for the outing to be turned over to him for safekeeping. The notice made me sore. I considered it to be a rude, discourteous act even if directed by a teacher to a pupil. There was no need for it. Like everybody else, he knew that I was in charge of the out-



The late Winfield S. Runde, longtime teacher at the California School for the Deaf, Berkeley. This picture was made in 1919.

ing. He could easily have come to me and told me what Principal Milligan wanted done about the money.

I took the notice off, and when I returned to the boys at the door I tore it into small pieces and threw them to the winds.

The next morning Runde came to me and asked, "Do you know what happened to my notice?" I replied, "Yes, I took it off." He said, "I am sorry to know that. You and I have been good friends but you have to come with me to Milligan." When we appeared before Milligan, Runde said to him, "This is the one who took my notice off." Milligan looked calmly at me and said quietly, "If you again think that you can run the school, you can go home." That was all and I never made trouble for the school again.

The outing went through as Ross and I had planned it. There was no trouble of any kind and everybody had a good time.

When I started my last year at the school, Mrs. McKellip wanted me to be the monitor of Bartlett Hall. Milligan vetoed her idea. He thought that I was not big enough to handle the biggest boys. She told me about it. She seemed to think that my influence with the boys was great enough to make them behave but Milligan was skeptical.

With his permission she offered me the monitorship of Moss Hall. I declined it. I was not willing to leave my friends in Bartlett Hall and live with the little boys.

A monitor earned five dollars a month. I did not need the money. My father allowed me one and a half dollars a month and I never felt the need of more money. The monitor had a private room. The monitor of Bartlett Hall shared his room with me and two other boys. I did not feel crowded.

A monitor had a key to the building which was in his charge. He had the privilege of going out and coming at any



Private room for the monitor of Bartlett Hall and three of his friends. Left to right: William Tyhurst, Henry Bonetti, Harold Simpson and Oscar Guire.

time during the night. There was nothing in Berkeley, Oakland and San Francisco at night which interested me.

Something unusual happened to me during my last October at the school. I was dressed in my usual school clothes and I was studying my lesson when Mrs. McKellip came into the study room of Bartlett Hall and asked me to come with her. When she let me into her parlor, I found it full of people. They were there to help her celebrate the seventeenth anniversary of my birth. All the officers and teachers, including the principal came. I was the only pupil present. Mrs. McKellip herself did not give me a gift. I believe that she had asked the others to omit gifts.

However, Miss Anna Lindstrom, the deaf matron of the older deaf girls, gave me a copy of Jack London's "The Call of the Wild." Theophilus d' Estrella, a deaf teacher, gave me a large photograph of himself. We played whist and had refreshments.

At the time whist was the game for polite society. Bridge had not been invented. Bridge is an offspring of whist. I believe that as a game whist is totally dead everywhere. The difference between whist and bridge is the absence of bidding in whist. In dealing in whist the last card is laid down with face exposed to declare the trump suit. Bidding for the right to name the trump suit makes bridge more interesting. The word **whist** has not disappeared completely. The foremost card playing club in the nation is still called Whist Club of New York. Rules laid down by this club for bridge are accepted everywhere.

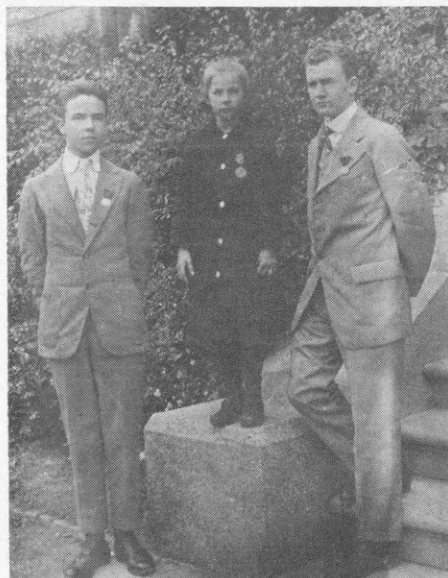
I won the first prize. I do not know if I really deserved the prize. The others probably wanted me to win a prize on my birthday. On the other hand I was not green at the game. I used to play whist with my family.

There was a boy named Cademortori. He was better known as Cady. He was about five years older than I. When he was at the California School for the Deaf, he was crazy about whist. There was nothing which he liked better than a game of whist. It seems that there were not many boys who could play. Four players were required. Cady liked to have me included and put pressure on me to join. He wanted to play every night, between supper and study hour and between study hour and bedtime.

I was not crazy about the game. I became sick and tired of it. I preferred to read a book borrowed from the school library. When I began to resist Cady's pressure and avoid his game, he used force.

The boys were let into and out of the dining room in a single procession according to height, starting with the tallest boy and ending with the smallest boy. When Cady came out, he waited for me. When I came out, he grabbed me and dragged me to the study room. This went on for some time—until I dreamed up a trick which stopped him.

I stopped holding my hand in the usual



First medalists at the California School for the Deaf who received California Association of the Deaf awards in 1916. Left to right: Robert Mephram, silver medal; Esther Anderson, bronze medal; Oscar Guire, gold medal.

fan formation, which enables the player to look at all his cards at once. I held my hand in a compact pack before my eyes. I could see only one card. When it was legal to play the exposed card, I played it without knowing what my other cards were. If it was not legal, I moved it from front to rear. If it was legal to play the next exposed card, I played it. If not, I moved the card to the rear, too. This was done until there was an exposed card which was legal to play. I played strictly according to Hoyle. In this way I made no attempt to win a trick. When I won one, it was an accident.

To use the slang of the day, it got Cady's goat. He gave me up as worthless. I was about 12 years old then. I never played whist again at the school until I was 17 years and 15 hours old. (I was born at 6 a.m.)

In the meantime I continued to play a little with my parents and sister. They

were not whist fiends like Cady. They did not have to depend on card playing for their fun. They liked to read, too.

It was during my last year at the school when Winfield Runde started a movement in the California Association of the Deaf to reward pupils with medals for general excellence. There were three medals: gold for the advanced grades; silver for the intermediate grades; and bronze for the primary grades. The design was the official seal of California. The recipient's name and the words **general excellence** were engraved on the blank side, as were the initials CAD.

The officers and teachers, by vote at a formal meeting, selected the pupils to be awarded the medals. The president of the CAD came to the commencement exercises, made a little speech and presented the medals.

I was awarded the first gold medal. Robert Mephram was given the silver one. Esther Anderson received the bronze one. While I was at Gallaudet College, Esther Anderson was given a silver medal.

In 1923, I was attending the University of California. I was working as assistant supervisor and living at the school. Harry Schwarzlose resigned as secretary of CAD a few months before the coming convention in Los Angeles. The board of directors appointed me to the vacated office. Matheis of Los Angeles was the president. He could not come to speak and present the medals. He asked me to do it for him. The gold medal went to Esther. She was the only pupil to be awarded three medals.

Some years later the CAD in convention voted to discontinue the medals. I did not attend the meeting. One person, who had attended, explained to me that the members felt that medals only for the state school was not fair to the day schools. The schools in Los Angeles and San Francisco were good-sized. It would have cost too much to give medals at all the schools. The former students of all these schools were eligible for membership in the CAD on an equal basis.



DEFENSIVE DRIVING COURSE—This picture appeared in the November 1966 COUNSELOR, publication of the Atlanta (Ga.) Traffic and Safety Council and shows Superintendent Fred L. Sparks, Jr., of the Georgia School for the Deaf interpreting for Instructor Dean Dickens. The Georgia Association of the Deaf was the sponsor of a class in the National Safety Council's Defensive Driving Course.

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Welcome to
ROCKFORD SILENT CLUB
211½ E. State St. Rockford, Ill.
Open Friday, Saturday and Sunday Nights
Samuel E. Houston, president
Mrs. Martha L. Stanford, secy.-treas.

Welcome to the
SACRAMENTO CLUB FOR THE DEAF, INC.
Turn Verin Hall, 3349 J Street
Sacramento, Calif.
Open 3rd Saturday of every month from Sept. to May
Mollie Hood, secretary
3112 Ardenridge Dr.
Sacramento, Calif. 95825

SILENT ATHLETIC CLUB OF DENVER
1545 Julian St. Denver, Colorado 80204
Open Saturdays - Visitors Welcome
For information, write:
Secretary (at the above address)

When in Chicago visit—
SOUTHTOWN CLUB OF THE DEAF
5832 S. Western Avenue
Chicago, Ill. 60636
Open Friday, Saturday and Sunday
Werner Schutz, pres.
James Irwin, vice pres.
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George Carlson, treas.

Welcome to "Glass Center of the World"
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Open Fri., Sat., Sun. evenings
Club meetings 2nd Sat. of each month
Fraternal meetings 1st Sat. of each month
Warren Chaplin, president
Mrs. Julie Soncrant, secretary

UNION LEAGUE OF THE DEAF, INC.
723 Seventh Ave. (5th floor)
New York, N. Y. 10019
Open noon to midnight
Thurs., Fri., Sat., Sun., holidays
Aaron Hurwit, president
Abraham Barr, secretary

When in Vancouver, B. C., Canada
Welcome To
VANCOUVER ASSOCIATION OF THE DEAF
215 E. 18th Ave. — Van. 10, B. C.
Socials at 8 P.M.—3rd & 5th Fridays
2nd, 4th, 5th Saturdays
Every Friday in July & August.

WICHITA ASSOCIATION OF THE DEAF, INC.
930½ West Douglas - I.O.O.F. Hall
Wichita, Kansas
Open 2nd and 4th Saturday evenings each month
Pauline Conwell, secretary
916 N. Waco Ave.
Wichita, Kansas 67203

When in York, Pa., welcome to
THE YORK ASSOCIATION OF THE DEAF, INC.
208 N. George St. York, Pa. 17401
Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays of month
Business meeting on 2nd Friday of month
Henry P. Senft, Sr., secretary